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Affirmative action in higher education : strategies and perceptions about sex discrimination.

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AFFIRMATIVE ACTION IN HIGHER EDUCATION:
STRATEGIES AND PERCEPTIONS ABOUT SEX DISCRIMINATION

A Dissertation Presented

By

Mary Lou O'Neil

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

September 1978

School of Education

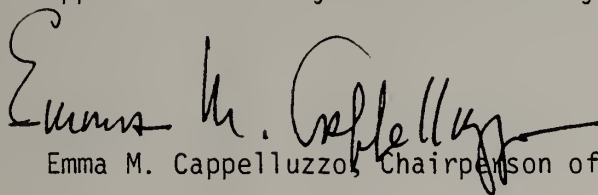
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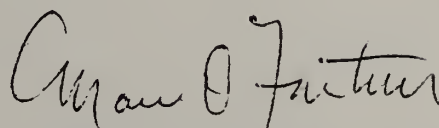
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I want to acknowledge the guidance and support that many people contributed to me and this study. They gave their time willingly and their critical comments clearly. They discussed their experience in Affirmative Action with insight and gave their support with encouragement.

The questionnaire was piloted with the help of Patty Asack, Bertha Autin, Anne Hardy, and Kathy Hart at the University of Massachusetts. Seventy-one women from college and university Affirmative Action offices across the country took the time to carefully respond to the questionnaire and return it. Two Affirmative Action Officers, Sondra Jensen (UC Berkeley) and Ann Miner (Stanford), and an Educational Training Consultant, Jean Westcott, helped to clarify the training objectives. Members of my dissertation committee who guided the whole study are Emma M. Cappelluzzo, Sher Reichmann, Janet Rifkin and Sara Wolff.

To all of these people, my warmest thanks and lasting regard as we continue to work toward the elimination of sex discrimination in Higher Education.

ABSTRACT

AFFIRMATIVE ACTION IN HIGHER EDUCATION:
STRATEGIES AND PERCEPTIONS ABOUT SEX DISCRIMINATION

September, 1978

Mary Lou O'Neil, B.A., Regis College

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Directed by: Professor Emma M. Cappelluzzo

The research presented here was undertaken in order to discover how women Affirmative Action officers in colleges and universities across the country perceive their work in reducing sex discrimination. There were several specific objectives: 1) to determine their perceptions regarding the extent of sex discrimination on their campus, 2) to determine how effective they feel themselves to be in carrying out specific AA functions, 3) to determine what specific skills contribute to being an effective AA officer, 4) to determine what other campus groups they include in AA implementation, 5) to determine what factors in their previous life experience were important in preparing them for their current jobs. A final objective incorporated data from all of the above to develop a training model for people who aspire to work in Affirmative Action Administration.

A questionnaire was developed and mailed to women identified as currently working in Affirmative Action in Higher Education. Their responses (59% returned questionnaires) were analyzed and the data used to make statements concerning the first five objectives of the

research. The data yielded information that had direct relevance for training. This provided the basis for accomplishing the final objective of developing a training design. The results indicate that the respondents perceive a 'moderate' to 'extensive' amount of sex discrimination on their campuses. They rate the institutional effort to deal with it as 'moderate' to 'minimal'. Personally, they do not perceive themselves to be discriminated against as women in regard to salary, benefits, etc. However, they do feel that they experience more behavioral discrimination in such areas as response and attitudes of colleagues. They perceive themselves to be more concerned about equity for all minority groups than their administration and describe their personal style as being mostly 'persuasive', followed by 'assertive' and infrequently, 'confrontative'. Overall, they feel 'fairly effective' at carrying out specific AA functions such as data collection and developing Title IX Evaluation procedures. They spend most of their time implementing AA on campus, meeting with administrators, dept. heads, etc. to define the problem areas, to promote general awareness about the problems and collecting data. Twenty-eight skills were listed on the questionnaire and the respondents rated the great majority of them as being 'very important' or 'critically important' for effective functioning. These skills represent a balance between administrative skills, affirmative action skills, and personal skills. The respondents indicated that they felt at least 'moderate' competence in all of the skills areas. Although the respondents include a wide range of campus

groups in their work, they rely mainly on themselves in the final decision making process. Many factors were considered by the sample as being important in preparing them for their current jobs. The most important factors identified were: experience in personal relationships, experience in Higher Education Administration and/or Teaching, and supportive friends. The training model developed from this data has five major objectives which include general concepts (overview of the history of AA and Higher Education) as well as specific training for identified skills. The training tools, materials and activities were not within the scope of this research.

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CHAPTER I

INTRODUCTION TO THE STUDY

A survey of the literature, plus my own work and educational experience, indicate that there are many problems surrounding the elimination of sex discrimination in higher education. Despite highly publicized gains and substantial legislation prohibiting sex discrimination, the following paragraphs show that women continue to experience inequity in most areas of education.

In looking at employment patterns, women are extremely under-
represented in the administrative and faculty ranks. In the fall of 1972, the Office of Women in Higher Education of the American Council on Education did its first accounting of women presidents of accredited colleges and universities. In 1976, they were able to add ten additional appointments with the full title of president that were assumed by women. Still, not even 5% of the colleges and universities in this country are headed by women.¹ ✓

There are no concrete data available on the number of women serving in other administrative positions in higher education, but it is doubtful that they account for even 7% of these.² Even if they do represent as many as 7%, they are not likely to be in positions with a significant opportunity to determine educational policy or engage in long range planning.

In regard to the number of women in the faculty ranks, the AAUP reports that "little sign of progress can be found" regarding ✓

the equalization of the status of women and men faculty members. Data from their "Report on the Economic Status of the Profession," 1975-76, show that women have actually lost ground. Their percentage as faculty members actually decreased from 22.5% in 1974-75, to 21.7% in 1975-76, and the most astonishing fact is that their average compensation also decreased during the same period: from 4.5% less than that of males in equal positions to 5.2% less in 1975-76.³ This is occurring in the face of publicized gains for women as well as extensive legislation protecting them from things like salary discrimination. ✓

Educationally, women seem to be faring better. They are entering college and graduate programs in increasing numbers. But the surveys reporting these increases don't always report the number of women who complete their course of study. In fact, over time since the beginning of this century, the percentage of doctorates issued to women has remained fairly constant.

Doctorates issued to women in 1900 numbered 9%, compared to 13% in 1970.⁴ From 1957 - 1970, the number of master's degrees and doctorates issued in this country has tripled, yet the representation of women has remained about the same. Certain fields have especially high attrition ratios. For example, women are at least four times as likely to receive a bachelor's degree in mathematics, computer science and business as they are to receive a doctorate in these fields.

Current research indicates that women who are aspiring to professional education and careers do better academically in high school when compared to their male counterparts. Given this and the above ✓

data, it is obvious that there are other elements which work against women's achievement and equality in higher education.

Social and cultural norms, as well as economic factors are often used to explain this and indeed they do play an important part, but there are also a whole series of disadvantages and obstacles facing women which fall under the broad category of discrimination. These obstacles include many rationales put forth as to why discrimination against women continues: confusion as to what the laws prohibit in terms of specific policy and practice, as well as what Affirmative Action will allow; weakness in enforcement powers; a lack of 'qualified women'; persisting sexist attitudes; and overburdened and little supported Affirmative Action officers who are often not trained, or skilled, or given the needed time to do the job.

In addition to often not having the training, skills or the time, AA officers are often not well supported by the institution. There are conflicting pressures from the administration, women's groups and the federal agencies. In general, the institutional response to charges of sex discrimination is one of righteous indignation, followed by efforts to undermine those who raise the issue. Women in higher education have filed suits and in some extremely few instances the findings have been in their favor, but the institutions generally respond with appeals and a long series of other delaying tactics. Sex discrimination does not appear to be something with which they are willing to come to terms with.

In fact, minority discrimination and reverse discrimination are the main issues currently being battled on college campuses, and in the

courts. The issues being raised by minorities deserve to be heard and have important implications in setting precedents for sex discrimination, but it may be years before that happens.

Reverse discrimination suits are eating up the court's time at an alarming rate, while suits filed by women are re-shuffled to the bottom of the waiting list. Reverse discrimination suits also seriously threaten to undermine the whole fabric of Affirmative Action.

The problems outlined above raise many questions about how women in Affirmative Action positions in higher education are coping with their jobs. Do they feel that they are being effective? In what areas? What combination of skills and experience do they consider as being important in order to work in their positions? Do they feel that they are competent at these skills? What can be gleaned from their experience and perceptions that can be used to help train other women who are aspiring to work in higher education, particularly Affirmative Action Administration?

As far as this researcher could determine, no data have been gathered from this specific population of administrators in regard to these questions. Affirmative Action is a new and rather specialized administrative position in higher education. It is also one which has the potential for significant change in educational policy and the status of women. Currently, there is no proscribed or identified way to best prepare oneself for such a position. The data from this study, by identifying the factors which women perceive as enabling them to be effective, intend to address this.

It is important to tap the experience of women Affirmative Action officers, build on it, share it and teach it to others. As most of these women work individually and in isolation from their counterparts in other institutions, it is of value for them to have some insight into how other women are perceiving their work. And although women are, as we have seen, very absent from the ranks of Higher Education Administration, many are now working steadily toward that as a career goal, and this data can help to direct that process.

Research Questions and Objectives

This study proceeds on the assumption that women in Affirmative Action positions are often presumed to be the ones to 'take care of' sex discrimination. For many, it is a personal commitment as well. A survey will be conducted to collect data concerning the perceptions of these AA officers concerning their personal effectiveness in dealing with sex discrimination within the context of their jobs. It will also collect data on what professional skills and previous work and life experience they consider to be important in carrying out their daily responsibilities.

The data will be presented and interpreted in order to gain some understanding, both generally and specifically, about how the respondents evaluate their effectiveness in dealing with sex discrimination. Based on this data, the study will also determine the major elements of a training design for women aspiring to work in Affirmative Action in Higher Education.

More specifically, the objectives are to:

- I. Develop a questionnaire which will be broadly distributed to women in AA positions in higher education across the country. The questionnaire will include:
 - A. Background information about their jobs, institutions and professional situations.
 - B. A survey of their perceptions about:
 1. the extent to which sex discrimination exists on their campus and the level of institutional and personal response.
 2. the degree of individual effectiveness in carrying out a variety of functions related to the elimination of sex discrimination.
 3. specific skills important to carrying out Affirmative Action responsibilities and the level of skill attained.
 4. the extent to which they involved other campus personnel and groups in four key job functions: 1) identifying problem areas 2) deciding on priorities 3) developing solutions and 4) implementing solutions.
 5. factors in their personal life, educational and work experience which aid their effectiveness in dealing with sex discrimination in their jobs.
- II. Summarize the data in regard to the perceptions reported in each of the areas outlined above and interpret it in terms of perceived degree of effectiveness and what factors contribute to that.
- III. On the basis of the data, outline the major elements of a training design for women who are aspiring to work in Affirmative Action in Higher Education.

Meaning of Terms

There are several terms which need to be defined for this study:

Affirmative Action
Affirmative Action Officer
Sex Discrimination
Perception
Effectiveness

Affirmative Action is a term which is surrounded by misconception. Its correct and accurate legal definition is fairly limited in that it originated with the Executive Order 11246. This Executive Order mandates that any business or organization having more than \$50,000.00 in federal contracts and more than 50 employees must take 'affirmative action' (or specific steps) to ensure equal opportunities for minorities and women and overcome the past effects of discrimination.

However, there is a lot of confusion about exactly what specific steps are involved in 'affirmative action' and in addition, it has come to include in the minds of many people all of the efforts that institutions take to comply with the whole range of anti-discrimination legislation, as well as working on the more neutral policies involved in 'non-discrimination' and protecting the rights of all by dealing with 'reverse discrimination.'⁵

The latter is the definition of Affirmative Action used in this study, though its specific context throughout is sex discrimination.

Affirmative Action Officer in Higher Education is a person who is appointed, or assigned to be responsible for Affirmative Action efforts and legal compliance in the school. They may be called that

specifically, but are also referred to as: EEO Specialist, Special Assistant to the President or Vice Chancellor, or Personnel Officer.

Sex Discrimination as used in this study is defined broadly and refers to specific and illegal policies and practices which treat women differently, and to their disadvantage, than men. It also includes all of the other attitudes and behavior and norms which distinguish between men and women and treat women as less than equal in stature.

Perception as defined in Webster's New World Dictionary of the American Language is: "the process or faculty of perceiving (to take hold of, feel, comprehend) and the result of this: knowledge". This is the definition and context in which perception is used in this study. It is important to emphasize, that while personal and subjective for each of the respondents, it is a valid way of arriving at knowledge. And when the individual perceptions of many respondents correspond with each other, then it becomes even more factual and is a reasonable basis from which to draw conclusions.

Effectiveness is defined as having an effect, or producing a definite or desired result. It is an active term, but does not have any value attached in that there is no measure used in this survey to determine whether specific actions produce a specific result and are therefore 'effective' while others are not. In this study, it is the perception of the respondent's own sense of being effective, or producing results, that is being researched.

Brief Overview of the Study

A mailed survey questionnaire was used in order to obtain as broad a sampling as possible. This was important because of lack of data available from this particular population: women Affirmative Action Administrators in Higher Education. Also, as the study is basically one of perception, it was important to gather data from as many women as possible and from a broad spectrum of colleges and universities.

A mailed survey approach, though running the risk of a low return rate, also allowed for the opportunity for many more women to share their perceptions and evaluate their experience as a group of specialized administrators. Their responses provide information concerning the major research objectives.

In tabulating the results, frequency distributions, percentages and cross-tabulations are used to determine areas of agreement and to give a rank-ordering to some of the data in terms of their perceived priority. The questionnaire does have some options for adding additional information. These data are not included in the formal analysis, but commented on and interpreted in each section. It either adds to and enriches areas of agreement, or points out areas of possible conflict that could be pursued in further studies.

The bulk of the data and especially those areas where there is agreement as to their priority are then used as the basis for outlining a training design for women who aspire to work in Affirmative Action Administration in Higher Education. At this point in the process, a

few women who were identified as AA officers in higher education and who were geographically available, added their insights to the elements that are outlined.

Limitations

The major limitation of this design lies in the uncontrolled variables. The major variables being controlled for are that of 'female' and 'affirmative action officer currently working in an institution of higher education'. These variables are controlled for in distributing the questionnaire to women who are listed by name as members of (current) National Affirmative Action Associations, and by address, as titled staff at a college or university.

Another limitation is that of an unequal distribution of questionnaires according to a set number of different kinds of institutions and geographic locations. Although there will not be an attempt to limit the kinds and locations of institutions, neither is there any deliberate attempt to achieve a random sample. A set of background questions is provided to broadly define the population reached.

A third factor which seems important to make obvious, is that the study is aimed at gathering perceptual information from women about sex discrimination. It is not the intent to diminish the importance of male perceptions nor the importance of their work aimed at ending sex, minority and other kinds of discrimination.

CHAPTER II

RATIONALE AND REVIEW OF THE LITERATURE

Introduction

Differential treatment of women and men exists in almost every aspect and segment of our society. But perhaps it is most damaging when it appears in and is transmitted by educational institutions. One basic goal of education is to develop the interests and capabilities of its students and to provide them with the tools necessary for life in a democratic society. The fact that for women it has the opposite effect, i.e.: a narrowing of interests, a limited sense of capability and a narrow range of tools for working and living indicates that it is inequitable in the most damaging and critical sense. ✓

A review of the literature reveals that there are many complex factors which contribute to and sustain this differential treatment of women in higher education. One major factor is sex discrimination. There is an emphasis here on discrimination and legal remedies because these are the more concrete forms which explain and attempt to resolve the disparate treatment which women experience. There is also emphasis on Affirmative Action and Affirmative Action officers, as these policies and people are central to remedial efforts being made on college and university campuses.

As the causes, effects and solutions to sex discrimination are complex and often blurred, the literature is reviewed in three separate

sections for the purpose of clarity and organization. The sections

- are:
1. (Effect), Current Status of Women in Higher Education
 2. (Cause), Discrimination
 3. (Solution), Remedial Efforts

Current Status of Women in Higher Education

It is important to review the current status of women in Higher Education in order to illustrate how real the problem is. This section will assess their current position in terms of numbers and rank as Administrators, Faculty and Graduate Students.

Chief administrative officers. In 1975, the Office of Women in Higher Education of the American Council on Education did its first accounting of women presidents of accredited colleges and universities. They found that not even 5% of the colleges and universities in this country are headed by women. More specifically, the study revealed:

1. No private university is headed by a woman.
2. Only 4 public institutions with enrollments over 10,000 are headed by women. (California State College, Sonoma; Hunter College; the University of Texas; and the Chancellor of the Indiana University Regional Campuses.)
3. Well over one-half of the women's colleges are headed by men.
4. Four prestigious women's colleges have recently named their first woman president in the history of each institution. (Goucher, Hood, Smith and Wheaton)
5. Of the over 2500 accredited institutions of higher education only 148 identify a woman as the chief executive officer, and three-fourths of these are church related.⁶

There is, however, for the first time in the history of education more awareness and some deliberate activity regarding the issue of

having a woman as president of a college or university, especially women's colleges. This is based on mixed, and not always pure, motivations. Since 1974, several financially troubled women's colleges have hired their first woman president. The opinion on some of the campuses is that a new president, especially a female one, would somehow be able to reverse the institution's serious financial problems. These women have inherited declining enrollments, eroding endowments, budget deficits and arguments over retrenchment procedures.⁷

On some women's compuses, student and faculty interest in hiring a woman stems from their increased sense that it is most appropriate for the students to benefit from the role-modeling of a strong, competent and successful woman. And they also point out that it is time their colleges had women presidents, since they are supposed to be training women to be leaders.⁸ The questions remain, however, in regard to all of the large and prestigous co-ed universities as to when they will deem it appropriate to appoint women to their chief executive positions.

Other administrative positions. Two new surveys of women in administrative jobs at colleges and universities measure the extent to which they have failed to achieve equality, either in salaries or in their share of the positions.⁹

The CUPA study (1977) surveyed women and minority group members among more than 18,000 administrators at 1,037 institutions. Some of their key findings are:

1. That women are paid about 4/5 as much as men with the same job titles at the same type of institutions.
2. That of the key administrative positions at all institutions surveyed, 79% were held by white men, 14% by white women, 5% by minority men and 2% by minority women.
3. That the only administrative job in which both females and males (white and minority group members) all had a sizable representation is that of 'affirmative action officer'.
4. That among 'affirmative action officers' men are paid more than women.¹⁰

The study also found that employment patterns are closely related to an institution's type of student body. Females hold 52% of the administrative jobs at women's colleges, compared with 14% at co-educational colleges. The percentage of women administrators ranges from a low of 8% at research universities to a high of 19% at liberal-arts colleges. But at women's colleges, men still hold more than 2/3 of the top level positions in administrative and academic affairs.¹¹

The Astin study, which is based on 1973 data from major schools and colleges and 1977 data from the American Council on Education, reveals similar findings. The only spots where women can be found in substantial numbers, says Astin, are middle and low level administrative posts that almost never lead to top academic positions. This study reveals that women occupy seven of the eight lowest-paying professional positions on campus, including such positions as book-store manager, registrar and director of student housing.

While some educators feel that sex discrimination is a thing of the past, particularly in academic institutions, the study contends that current statistics on the number of women in educational administration show clearly that the situation remains virtually unchanged from four years ago.

The Institute for College and University Administrators of the American Council on Education reports that in its training institutes for new administrative officers in higher education, the number of women applicants and participants remains disappointingly low year after year. The most recent institute for Academic Deans and Business Officers (April, 1974) represented an encouraging sign, with the participation level of women reaching 11 out of 76 participants!¹² This supports the above data that there are very few women in any kind of leadership positions in higher education which would bring them to participate in this kind of training institute.

Nancy Schlossberg and the Office of Women in Higher Education have also seen this as a basic problem. Their efforts to remedy it have brought some encouraging results in that the numbers of women who are at least aspiring to these positions is increasing. In April of 1974, they held a three-day working conference for women considering careers in college and university administration from the central east coast region. The response was indicative of the problem. Over 230 women submitted applications, expressing a deeply felt need for just such an opportunity.¹²

Women faculty. "Little sign of progress can be found regarding the equalization of the status of men and women faculty members," reports the AAUP in "Nearly Keeping Up: Report on the Economic Status of the Profession, 1975-76." Data from the report show that women have actually lost ground in the profession. For example:

1. The percentage of women faculty members decreased from 22.5% in 1974-75 to 21.7% in 1975-76.
2. There was no increase in the representation of women in the entrance ranks of faculties: the percentage, 32.8% was the same as the year before.
3. In 1974-75, 34% of women were professors or associate professors. In 1975-76, the proportion of women in the higher ranks was slightly less.
4. In 1974-75 women received an average compensation which was 4.5% lower than that received by men of the same rank. In 1975-76 women received an average compensation which was even lower: 5.2% less than that of men of the same rank.¹⁴

Graduate status. Over time since the beginning of this century, the percentage of doctorates issued to women has remained fairly constant. Doctorates issued to women in 1900 numbered 9%, compared to 13.3% in 1970.¹⁵ Furthermore, the higher the academic degree, the less likely women are to receive it.

In 1970, women received 43.2% of the bachelor's degrees, 34.8% of the master's degrees, and only 5.4% of the first professional degrees issued by American Colleges and universities. Yet, although the number of master's degrees and doctorates in this country has tripled since 1957, the representation of women has remained relatively the same. Over time there appears to be a very slight decrease in the ratio of women receiving master's degrees to women receiving doctorates, but the under-representation at the doctoral level is still very evident.¹⁶

Certain fields have especially high female attrition ratios for advanced degrees. Women are at least four times as likely to receive a bachelor's degree in mathematics, computer science and business as they are to receive a doctorate in these fields. Attrition does not

occur only from the bachelor's to the doctorate level however. Every field shows female attrition from the master's to the doctorate level, with the highest attrition ratios in computer science and business.

Among students enrolled in doctoral degree programs, sex has been found to be a strong predictor of attainment of this degree. Stark (1967) studied the career patterns of graduate students enrolled in four academic disciplines at the University of California at Berkeley. Women admitted to Ph.D. programs were much less likely than their male counterparts eventually to obtain the doctorate.¹⁷ Mooney (1968) examined a group of Woodrow Wilson Fellows and attempted to predict who would obtain the doctorate after a maximum period of 8 years. Woodrow Wilson Fellows are select students who receive financial aid with the expectation that they will obtain the Ph.D. Still, even among this group, sex is the most powerful predictor of success in graduate school.¹⁸

More recent surveys of the Dept. of H.E.W. indicate some encouraging trends. Women are currently receiving an increasing percentage of degrees at all levels. But, the percentage when compared to their male counterparts is still disparagingly low, especially at the Doctoral and Professional levels. And, the over-all totals do not illustrate specifically the fact that women at this level are still a very small minority in the most prestigious and traditionally male fields. Their percentage in these fields is as follows:¹⁹

Computer and Informational Sciences:	6.6%
Business and Management:	4.1%
Engineering:	2.1%
Dentistry:	3.1%
Medicine:	13.1%
Law:	15.1%

One of the earliest studies of academic women was published in 1930 by Emily Hutchinson. It surveyed 1025 women who received their Ph.D.'s between 1877 and 1924. Some of their conclusions and statements reflect the fact that sex is a powerful factor in achievement:

1. They reported that once they had obtained the doctorate they received an increase in salary, yet many reported discrimination against them with regard to obtaining appointments, promotions and salary increases. A doctorate was not enough to ensure equality.
2. A Ph.D. in English gave this advice to women: "Do not take the Ph.D. degree. It leads only to college teaching. The salaries are small and at present our higher education system is so hopelessly in the grip of mediocrity that no serious, intelligent and creative woman can long be content in that profession."
3. The study reported that about 80% of the women doctorates were not married.
4. A Ph.D. in astronomy warned: "If a woman has the slightest expectation of marriage, yet wishes to advance professionally and engage in scientific work, she had better take an R.N. or a Ph.D. in Home Economics."²⁰

Discrimination

As the first section indicates, women are conspicuously absent from the faculty, administrative and graduate school ranks of higher education. The reasons for this are complex and many, but sex discrimination, both overt and covert, is a major cause. This section will review the forms of discrimination against women in higher education.

It is too simple to say that their low status in higher education is the result of, on the one hand, personal choice; and on the other, discrimination. Discrimination as defined by the legal statutes is a specific policy or practice which treats women differently and to their disadvantage, than men. This type of discrimination certainly exists

and is the concrete result of social, cultural and institutional factors which become a defined practice, in for example: the hiring process or the distribution of financial aid.

There are other forms of discrimination which operate in more complex and subtle ways and in each and every interaction between men and women in colleges and universities - from a chance meeting at the xerox machine to an administrative meeting. In all of these interactions, the woman is seen as 'female' first and as an individual second - and it is from this basic, deceptively simple notion that a chain of attitudes and events are set in motion. The ultimate effect of this is a whole series of disadvantages resulting in women's 'absence' from higher education.

On the surface, taking each woman's situation into consideration, it is easy to explain 'why' she is still finishing her dissertation at the age of 36, or 'why' she has not been at any one institution long enough to be considered for tenure, or 'why' she has not published many articles, or 'why' she decided to get out of higher education altogether and is now teaching at a local high school. Many people, including women, often don't see this type of situation as resulting from 'discrimination'.

In 1970, Rep. Edith Green held the first congressional hearings to probe the issue of discrimination against women in education. Not one representative from the Washington Dept. of Education offices attended. Their reason was that they perceived "no problem on campus".

That was in 1970. Now, in 1978, it is a fairly major topic of concern and most people have heard of Affirmative Action and Title IX and will agree that some practices and policies in education clearly work to the disadvantage of women and must be rightly changed. One example is anti-nepotism. Until very recently (1970), 74% of the land grant schools still had policies against hiring more than one member of the same family and until 1960, one-half of the private and two-thirds of the public schools had similar policies.²¹ It probably need not be stated that the 'member' of the family most often excluded was the wife. The professional employment record in higher education for these generally well educated women nowhere near parallels the national norm which shows that 50% of women with a B.A. degree and 70% of the women who have done graduate level work are employed.

Other examples of discriminatory policies and practices are distribution of financial aid to students, salary determination, promotion, fringe benefits, rules limiting part-time study and work, obstacles to transferring credit and residency requirements, as well as admissions.

In admissions, it has not been uncommon to have quotas which limit the number of female students accepted, or like medical schools, use the 'equal rejection' theory which separates the male and female applicants and rejects an equal number of each regardless of individual qualification.

It is often difficult to distinguish between 'discrimination against' as these policies illustrate, and what Arlie Hochschild in

her article "Inside the Clockwork of Male Careers," calls 'auto-discrimination' or the ways in which women phase themselves out as the result of a whole constellation of disadvantages.²²

A major disadvantage is inherent in the small numbers of women in the higher ranks of education, commonly referred to as the 'invisibility' problem. Is it justified or a mistake that she is not invited to sit on a steering committee? that she is not assigned the best scholars for her advisors? that her articles are not responded to by her peers or by the journals that she submits them to? that her remarks in a faculty meeting are overlooked? that her ideas are often not considered 'academic' enough? that her area of research is too 'soft'? that she is rewarded constantly and consistently on the basis of her 'femaleness' rather than on the basis of her contributions as an individual? that her contributions to professional activities are not given enough weight?

Whether one labels it 'discrimination' or not, it is clear that a sex bias is operating and continues to operate in all areas of promotion and reward. For the criteria on which decisions of promotion and reward are based reflect the male values of what constitutes academic importance. If women become 'invisible' in this intricate process, then they are not in a position to be seen or considered when there are openings for administrative positions, deanships, etc.

For a woman not to have 'cooled' herself out by this promotional stage in her academic career is remarkable, as they are so frequently overlooked all along the line. Women become acclimatized to this type

of more subtle discrimination, learning to live with it, move around it or not even see it - all the while giving up parts of their professional rights and selves and finding their rewards in areas outside of education.

A similar pattern affects women graduate students. In her study as reported in Academic Women, Jessie Bernard reports that 1/3 of the women in graduate school reported instances of discrimination. What is more remarkable is that 2/3s did not. More women than men drop out of graduate school: three-fourths of the women to one-half of the men.²³ Is this the result of discrimination or of all the other ways in which women students are overlooked and treated differently from men students? How can it be determined where the line is drawn between women who freely choose to remove themselves and women who are 'removed' because they are not taken seriously by their professors or when considered at all, are viewed in a stereotyped and patronizing way?

The Carnegie Report on women in higher education indicates that out of 32,000 graduate women surveyed, 50% reported that their professors don't take them seriously.²⁴ Motivation to remain in graduate school must be measured in part against some 'felt' incentive to go on and if women are not perceiving this most basic and fundamental support, then of course they will drop out.

Another form of more subtle discrimination can be generally labeled as 'exploitation'. Women in higher education are often exploited, as the following examples will show: year after year they are assigned the largest teaching loads in terms of numbers of students in beginning courses; they are given the smallest, out-of-the-way office space; their

courses are scheduled throughout the day, so there is not enough time for research; they are not clearly informed about the time and procedures of evaluation; they are not assigned to policy-making committees whose recommendations will be taken seriously by the Chancellor, but rather to committees (Status of Women) whose findings are not really a priority for the institution.

The above forms of treatment are discriminatory, but not easily dealt with under the law. To deal with it any other way is incredibly difficult as the individual and institutional response to the suggestion that women are being exploited is usually one of outrageous indignation.

The ramifications of such discrimination are critical in that each act of exploitation of women which goes unchallenged will affect all women, for it is based on one's being 'female' and each action reinforces the behavior of the offender as well as the general belief that this is an approved and expected practice.

There are also a host of discriminatory attitudes (mostly held by males) which primarily view and judge women according to their 'femaleness', or how well they fit or don't fit the stereotypes of what being female means. Aspects of this attitude include their appearance, how they dress, the tone of their voice, their smile, their ability to be nurturant and sympathetic, the content of their conversation, their marital status, the number of children they have, and whether they can make a good cup of coffee and generally perform the cooking and hostessing parts of academic social life.

New women college presidents wonder about differences between them and their counterparts. Some are to their advantage they feel; some are not. "I feel I have a greater variety of operating styles available to me than most men do," says Alice Emerson, President of Wheaton; "I can take advantage of a soft approach as well as the hard-nosed."

But, unlike their male counterparts, most women presidents are not married, or are divorced or living apart from their families. They don't have a relationship with a completely trustworthy person who can provide support, as well as perspective when needed. While many say that the presidency can be especially isolating for a single woman, their biggest complaint is the problem it creates for entertaining. "Trustees expect you to fill a woman's and a man's role," says one. "You work with trustees all day in meetings and then beat them back to your home, where you are expected to greet them at the door, all refreshed as the gracious hostess for the evening."²⁵

Ruth Kundsinn, in her book, Women and Success, The Anatomy of Achievement, terms this attitude the 'privitization' of women, and she describes the double bind that it always puts women in. If a woman feels like talking about her children at a cocktail party, then she is perceived in her proper role of wife and mother - but if she sees that this is an opportunity to discuss with a colleague some aspect of her current research, then she is seen as being 'non-female', or acting too much like a man.²⁶

The privatization process always has the effect of splitting her interests and concerns into separate parts and then on the basis of those parts she is evaluated positively or negatively according to how well they reflect her femininity.

The American Medical News, 1970, quoted one dean as saying: "I just don't like women as people or doctors; they should be at home!" And another, "I have enough trouble understanding my wife and daughter; I don't want them as students." This attitude lies at the core of the difficulty in achieving equity for women in higher education. They are viewed and treated as a single class (female) in a stereotyped way and not as individuals. If at all, they are tolerated as participants, but not taken seriously as contributors.

Another attitude which limits the status of women in higher education is the old familiar one that women should be subordinate and generally unassertive. Logically then, to promote them from graduate student to faculty to department head to dean is a contradiction.

Another damaging attitude is the one which views women's income as secondary and supplemental. Women don't work for money. They don't have to as somewhere in the background of her personal life is a man who can provide. Therefore, women are paid less. But, as in a self-fulfilling prophecy cycle, people who earn less are considered as less valuable, etc. and of course this includes women in higher education.

Women's scholarship is also under-valued and creates another serious obstacle. Scholarship is unfeminine and therefore not encouraged. They are generally excluded from the academic discussions which happen over coffee, a beer or in the locker room, and which form a very

real part of inservice training for a career in education. For the woman administrator, it is her competence which is under-valued.

This overall climate of unexpectation which stems basically from strongly held male attitudes leads to a double standard of success for women and men. For women, there is incredible social and institutional pressure to achieve in their own sphere and they receive little support to accept the challenge of academic or administrative work. Because of this view, women get inappropriate rewards which are based on sex-role stereotypes, rather than on job competence. The perception that women's sphere of success is outside the university perpetrates within the university a private inequality on a daily basis.

Although many of these attitudes and cultural assumptions are beginning to change, the process is very slow. In addition, there is always a lag between attitudinal change and institutional posture and practice. Because of this, even if all forms of illegal discrimination were to disappear today, it is highly questionable as to whether a significant difference in the status of women in higher education would result.

First of all, it is a reality that the Academic Career itself depends on the traditional family structure to support it. It not only depends on the traditional family, but upon the work that women perform in that family. The classic career route is cut to the image of the traditional male with a traditional wife who is doing traditional things. As Arlie Hochschild describes so well (*Women and the Power to Change*), the academic career is founded on some peculiar assumptions

about the relation between doing one's work and competing with others, getting promoted and doing it while one is young - minimizing family life and leaving it to your wife.

The importance of doing it while one is young is critical to the successful academic career. Earning a reputation early is (to the University) a promise of productivity later on. Who wants to hire a 48-year-old housewife who has just earned her Ph.D., even if it is in engineering?

Therefore, it is when one is in their twenties and early thirties that long working hours must be spent. It is also when one is young that one is involved in starting a family, but the family is not allowed for in the establishing of an academic career. It is outside of the institution and therefore the institution does not have to concern itself with any interruptions from it. It is assumed, and generally true, that the wife will tend to these matters.

For women, the twenties and thirties are the time to have children if one is going to and as women are socialized to want children, then all too often they, at this time, are concentrating their major energy and concern on this activity. An academic career is not measured by each child, each camping trip and each community committee served on - nor is it measured by an educational experience which is characterized by attending several different schools and punctuated by leaves of absence in between.

In addition to depending on the family, the institution and the successful academic career also depend on COMPETITION. At every rung

of the ladder, the male establishing his career is in competition with his colleagues. All of the best intentioned affirmative action efforts will not change the reality of the importance of competition, away from which women are socialized. Without significant change in the definition of a 'successful' academic career, this indicates that for women to succeed in careers is to be like men and succeed in traditional ways.

Nearly half of the women who remain in academic life solve the problem by not marrying or not rearing children at all. In a 1962 study of 21,650 men and 2,234 women scientists and engineers, women were six times more likely than men never to marry. Those who did were less likely than their male colleagues to raise a family: 36% of the women and 11% of the men had no children. Those women who did have children, had fewer.²⁷ According to Carnegie data, among graduate students the proportion who consider dropping out increases for women with each new child born, but remains the same for men. Another study of women who received their doctorates between 1958 and 1963 in a number of fields found that only 50% of the women had married by 1967. Among men, 95% of them were married.²⁸

Perhaps the institution's most critical hypocrisy is its reluctant stance on the issues of part-time student and employee status and the provision of child care facilities. The response to demands and proposals for these services is generally that the university cannot be all things to all people - that it simply cannot provide all the special services and meet all the special demands that various groups from the community place upon it. And also that it must ration its

resources carefully in order to ensure that the highest quality education is available to the greatest number of deserving people.

In keeping with the view that women's inferior status in higher education is somehow 'her' problem, the institution does not see part-time status and child care as its primary responsibility. Interestingly enough, it does provide service to 'some' groups outside of itself; including the military, industry and government, conducting classified research and acting as a recruitment center for the military-industrial and intelligence communities.

Some women solve the conflict by adopting the male career pattern and the masculine values which are a part of it. They come to perceive themselves as 'exceptional' women and like their male colleagues, undervalue other women's abilities. They believe that if they could do it, then of course other women can and if they don't, it is because of some inadequacy or personal choice made. It is generally not perceived as the result of external factors.

Even if they do perceive the problem in its wider sense, they are often powerless to do much about it. Rosabeth Kanter in her book, Men and Women of the Corporation (which has many parallels to education) observes that potentially helpful alliances among women in the corporation are subtly undermined by the pressures of tokenism.²⁹

For example, she notes that when a token woman is joined by a 'sister' professional, it is a usual reaction of their male colleagues to treat them automatically as a pair. In effect, this relieves the men of the responsibility of interacting with the two of them as

individuals and including them in their informal networks. As the women make an effort to differentiate, an extreme competitiveness will usually develop between them. Their competition with each other is both a debilitating waste of energy and an inevitable expression of frustration.

Affirmative Action alone will not change this.

Remedial Efforts

The purpose of this section is to review the efforts being made to remediate sex discrimination in higher education, and the problems surrounding them.

Remedial efforts fall into three basic categories: the formal response by the institution to governmental anti-discrimination laws and statutes and guidelines on Affirmative Action; the grassroots response by feminist groups on campus who are involved in organizing and working in Women's Centers and the efforts of those professional women who are caught somewhere in the middle, but nevertheless are forming their own professional caucuses and sitting on Status of Women committees and other advisory groups. The efforts in each of these categories are important and the combined result, despite feelings of ideological disparity, is slowly making inroads into the centuries-old problem of inequity for women in higher education. Each of these areas is discussed in turn below.

Formal response. Affirmative Action is the result of the Federal Executive Order 11246 which mandates any institution having more than

\$50,000.00 in federal contracts and more than 50 employees to take 'affirmative action' to ensure equal opportunities for minorities and women and overcome the past effects of discrimination.³⁰

There is a lot of confusion about exactly what specific steps are involved in Affirmative Action and in addition, it has come to include in the minds of many people, all the other legal options that one can now take to overcome an inequity that is based on discrimination, including: filing a grievance under Title VII with the E.E.O.C., or with the Dept. of Labor, H.E.W., or going directly to court.

Specifically, Affirmative Action as mandated by the E.O. 11246 requires that a federal contractor must make additional efforts to recruit and employ and promote members of groups (women and minorities) formerly excluded, even if that exclusion cannot be traced to particular discriminatory actions on the part of the employer. These additional efforts may include a variety of activities such as:

1. conducting a self evaluation of policies and practices.
2. developing a written plan to end discrimination and its effects.
3. notifying employees concerning non-discriminatory policies.
4. advertising all positions.
5. eliminating bias in job advertising.
6. actively recruiting women and minorities.
7. hiring and promoting strictly on the basis of merit.
8. monitoring employment activities.
9. developing numerical goals and timetables.³¹

Of all the above, it is the last which has caused the most confusion and often is deliberately used to obstruct progress in eliminating sex discrimination. Goals are legal and are based on various legal precedents, while quotas are clearly in violation of both the Constitution and various legal statutes. Quota systems keep people out, while goals are targets to help assure that people previously excluded are included. They are an attempt to estimate what the work force or student population would look like if there had been no discrimination. Goals are aligned with the number or percentage of qualified women and minorities available, not in terms of their general representation in the population.³²

However, even with the above distinctions, the arguments as to their meaning and intent rage on and the effect is often that Affirmative Action is a structure that exists largely on paper, having a hit-or-miss effectiveness. How does the AA officer implement goals without the use of some form of numerical base, which can then be construed as quotas, and deliberately so by those not in sympathy with Affirmative Action?

As the AA officer is the person directly responsible for compliance with the law, it is important to examine their position. They often have a conflict of interest as the position in the school is seen as an administrative one and those with administrative experience who qualify for the job are often the very same people, department heads, etc., who have made employment policy in the past which has been discriminatory in its effect.

Also, as administrators working closely with the chief administrative officers, it is impractical to think that they will not develop a loyalty to them and to the institution itself, as well as be further removed and out of contact with the people and the problems that they are charged to redress.

Much of their time and effort is spent in supplying H.E.W. with data and drawing up 'plans' which are sent to Washington only to have the process of 'being approved' by H.E.W. go on for months and months, if at all. Without an approved plan and federal support in monitoring the plan, AA officers are left with very little clout in dealing with reluctant department heads, etc. What they are left with is trying to develop some internal sanctions. However, with the notions of 'academic freedom' (which most administrators interpret to include freedom in hiring and firing decisions) so strongly entrenched, as well as with the myriad of grievance procedures that academics themselves have constructed through their faculty senates and through the hierarchy, the business of developing workable internal sanctions becomes very tricky indeed.

Therefore, most of the success that AA officers have had at all is in the very tenuous area of requiring 'good faith' efforts on the part of various departments when they are seeking to fill a vacant position. To document 'good faith', most departments are now required to fill out numerous forms indicating where they have advertised, how many women (and minorities) they have interviewed and on what basis they made the final decision. This procedure is fraught with dangers. Most

basically, though not unfairly, the added amount of paper work is causing resentment and continues to foster the attitude that this is one more administrative 'exercise' and therefore it is entirely justifiable to sabotage it, as that is the response to most administrative directives which are not in the best interests of the faculty and other professional staff.

The efforts to sabotage are not simply a response to the administration, however. As we have pointed out there are many other complex and strong motivations for academia to resist any effort which requires them to add women to their department or staff - and besides, if you simply don't believe that there are competent women out there, then you certainly won't end up hiring one!

Sabotage tactics range from the various ways each individual department in each institution manages to get around even 'good faith' efforts to, on a national level, committees being formed to forestall Affirmative Action in any form. The individual tactics include: hiring a white male at a lower position that need not so strenuously be searched and then promoting him; offering the position at a salary and with conditions that a female candidate can't accept; listing a woman as second choice to show good faith; making an offer to a woman, but then delaying in the signing of the contract so that she will probably go elsewhere; showing all kinds of documentation as to a wide search, but not turning up a 'qualified' female candidate; and writing the job description so tightly that it is likely that only one person could fill it anyway and he happens to already be in the department.³³

Individuals and groups who engage in sabotage against Affirmative Action, base their defense on the belief that higher education already operates on a fair system of meritocracy. However, at this point, outside government agencies who are attempting to establish Affirmative Action programs have not even been able to determine what this system of 'meritocracy' is and whether it is free of sex bias. The courts are also turning their backs on the issue and rejecting most charges of sex bias made by women professors. In nearly all of the rulings against female plaintiffs, the judges have said that only "fellow faculty members" can fairly make the decisions - on hiring, promotion, and salaries that the women contended were discriminatory. "It has become increasingly clear that the courts and federal agencies are reluctant to probe critically the inner workings of academic decision making," said Mary W. Gray, head of the A.A.U.W.'s committee on women.³⁴

Affirmative Action requirements, as they are now being applied, only minimally ensure educational and employment 'opportunity'. Equal 'opportunity' does not automatically ensure parity of treatment and as has been discussed, disparate treatment of women and men in higher education is the rule rather than the exception. Indeed, what is needed is disparate treatment in that women need to be given compensatory treatment and programs in order to bring them as a class up to a level of competitive advantage. These kinds of programs, if not already lost in the challenges to Affirmative Action, are being further undermined through Title IX.

Although Title IX requires investigation of a wide range of sex discrimination in policy, practice and treatment (including students), it also has fundamental weaknesses. As it follows the model of the E.O. 11246 in its sanctions, it relies primarily on the withholding of federal funds to ensure compliance and this has been rarely used, even as a threatening tactic by H.E.W. Additionally, it extends the notion of non-discrimination in that it includes discrimination based on sex generally, meaning both male and female. Thus, the badly needed programs for women only that have been organized through campus women's centers and Continuing Education programs for women are in danger of being 'illegal' and subsequently eliminated.

One has to conclude that one of the major drawbacks to the elimination of sex discrimination in education is the apparent reality that many people don't take it seriously, or worse, don't believe that it even exists. It is mainly a raised consciousness that makes a distinction between the treatment accorded men and women in all but the very obvious one of 'equal pay' for equal work.

Grassroots efforts. Increased awareness is one of the major goals of Women's Centers on campuses across the country. Many gains that have been made have to be accredited to the existence of these grassroots women's groups who continue to press for change, challenge the appropriate people to be responsive and accountable and raise the general consciousness of men and women about the issues of sex discrimination and the reality of its existence. These groups are also tireless in their efforts to bring to the attention of the University the complexities

of the problem, which the federal directives do not address - specifically the necessity for adequate child care, part-time study and employment opportunity and compensatory programs for women.

The activity of these groups provides enormous support for the Affirmative Action officer and has the potential of making her work easier. However, it is not clear how these two work together in any formal way. Evidence from my own experience indicates that they do not. The women AA officer in her administrative office is too isolated by the structure of the University as well as by already established norms regarding appropriate 'peer' networks. In order to maintain her credibility among her own colleagues, she dare not risk too much formal association with 'lower' groups on campus.

Professional groups. A third category of remedial effort is in the activity of women who are involved in a more academic and 'professional' way: Women's Studies staffs, Status of Women committees and departmental women's caucuses. These groups may not be so openly 'political'. Indeed, some may not even perceive of themselves as 'feminist'. But they are clearly on the rise and becoming more visible. Their goals may be more moderate, but nonetheless important to the overall solution.

Mainly, they want access to their professions, they want their professions to reflect them and have worked to achieve this through fostering and teaching Women's Studies courses and developing 'planks' of women's rights in higher education. They have undertaken many studies and done a far more competent job than H.E.W. in documenting discrimination.

They have sensitized themselves and each other to common problems that they share as women and they have increased their personal assertiveness and self-confidence. Their efforts often more define the problem than mandate solutions and they are not in the forefront of change, but their continued presence and increased activity is critical. As we have seen, external efforts aren't enough to monitor against sex discrimination and these groups are in a crucial position internally to work at that important task.

These groups are also beginning to be related and linked outside of their respective universities in a way that may have further impact. They have formed women's caucuses as a part of national professional organizations and participate in regional and national conferences with the goal of developing unified strategy and theory. These efforts have a visible and direct impact on the educational establishment.

It is easy when involved, in whatever capacity, to lose sight of one's basic goal in the far-off future, and some fundamental questions need to be explored. Is all of this effort being expended in order that women will assimilate themselves into the same career patterns that men have developed? And will the university remain basically intact as an institution which saps the energies and potential of whoever is left minding the store at home?

These are critical questions, but before they can even begin to be explored in a serious way, women collectively need to be in a more visible and powerful position in higher education. Their individual and combined efforts toward this goal are all important, although the women in Affirmative Action have the potential to play a key role.

Rationale Established: A Summary

As discussed above, the problems surrounding improving the status of women in higher education are many and complex. They affect current and prospective women students, faculty and staff. They range from the emotional conflicts caused by overt and covert discrimination, to the question of how to redress a more concrete and well documented problem such as salary differential when the mechanisms that should work are weak and undermined by the complex workings of the academic community.

Affirmative Action officers are in a position to affect the latter. It is also in this administrative category that women are employed in greater numbers. This fact, combined with the assumption that they are more personally responsive to issues of sex discrimination provides a rationale for utilizing them as a sample population for study.

Two main factors serve to provide a rationale as to the nature and goals of the study;

1. The fact that Affirmative Action has not come packaged with clear guidelines that can be easily translated into educational policy and implemented on campus makes it difficult to research concrete progress.
2. Although the role of the Affirmative Action officer is new to the academic organization, it has become an administrative one. However it is a very specialized one and the specific qualifications and skills required have not been clearly defined.

The first factor provides a rationale for doing a study of 'perception' as to how effective the sample perceives themselves to be and in what general areas of Affirmative Action.

The second factor provides a rationale for the other major component of the study: a survey of what skills and personal qualifications the sample perceive to be important in enabling them to be effective. In addition to the fact that this area has not been researched and doing so will provide information not currently known, the study, as developed, has the potential for further validation.

If the data also indicate that the sample does perceive itself to be working effectively to a fairly high degree on Affirmative Action, then the information gathered as to what skills, etc., they perceive to be important takes on added meaning. It can then be very useful in a number of areas:

1. Training graduate students in Educational Administration programs who aspire to work in Affirmative Action.
2. Developing criteria for hiring Affirmative Action officers.
3. Further and broadened training for current Affirmative Action personnel.

CHAPTER III

METHODOLOGY

This chapter will discuss the following: Overview of the research design; Sample population; Questionnaire development and the criteria used; Pilot testing of the instrument; Distribution, response and follow-up; Data analysis; and Process used to develop training model.

Overview of the research design. Once the research questions had been established and the main objectives clarified (see Chp. I, pp 5-6), a questionnaire was carefully developed. A mailed survey questionnaire was used in order to obtain as broad a sampling as possible. This was important because of the lack of data available from this particular population: women Affirmative Action Administrators in higher education. Also, as the study is basically one of perception, it was important to gather data from as many women as possible and from a broad spectrum of colleges and universities.

After a preliminary draft, the questionnaire was pilot-tested by sending it to a small sample of women involved in Affirmative Action at the University of Massachusetts who had agreed to take part. Following this, I met with them to discuss their response. The goals of these meetings were: 1) to verify the relevance of the items to the particular category for which they were designed, 2) to clarify any items that caused confusion or question, and 3) to gauge the personal response to the questionnaire in terms of its interest, length and format.

Following this pilot, the questionnaire was revised and sent to the larger sample with a cover letter. (see Appendix A) Two weeks later, a follow-up note was sent to those who had not yet responded, encouraging their reply. The completed, returned questionnaires were then analyzed and the data were summarized and assessed in terms of the main objectives of the research.

The data were then reviewed to determine what significant implications they had for the development of a training model. These data are presented in Chapter IV. At this point, a few women Affirmative Action officers on local campuses, plus a training consultant, were asked to form a committee in order to discuss and respond to the preliminary training design. Insights and suggestions from these meetings were incorporated into the final design. (see Chp. IV)

Implications from the data for future research were specified and a summary of the data itself and the training design were distributed to the participants, as well as to national women's organizations which are focusing on research on women and professional development.

Sample population. "The Project on the Status and Education of Women" of the Association of American Colleges, Washington, D.C. provided information about two national organizations for people professionally employed in Affirmative Action: the American Association for Affirmative Action (AAAA) and the National Association of Affirmative Action Officers (NAAAAO).

These organizations were contacted for assistance and after some correspondence graciously provided information concerning membership

lists and lists of participants at their national meetings. From these lists, the names and addresses of 120 women with titled positions in colleges and universities around the country were culled. This represents the total number possible. There was no other available basis for the selection.

The titles of their positions included: AA Officer, EEO Officer, President, Special Assistant to the President, and Personnel Director. But as they were members of national Affirmative Action organizations, the assumption was made that they all had some primary responsibility for Affirmative Action on their campuses. This assumption is also valid as depending on the size and organizational structure of the institution. In a small school, for example, the president often will also serve as the Affirmative Action officer and in an organizational structure where the personnel office plays a larger role than simply processing employment forms, the personnel director can logically assume primary responsibility for Affirmative Action. Membership was also taken to imply professional self-identification and long term commitment.

The questionnaire and a cover letter was sent to these 120 names.

Questionnaire development and criteria. Six criteria were used in the creation of the research instrument. Each is discussed below. The development involved the work of the investigator and a pilot study designed to assess the quality and appropriateness of the items.

The main criteria used in developing the questionnaire items was that they fit into the context of the research questions or the main

objectives of the survey. In each section, questions were selected or eliminated based on their apparent relevance to these objectives.

Although guided by this main criteria, a second criteria used was that the items allow for both general and more specific information. An example of this is in the section asking for perceptions of sex discrimination as it occurs on the respondent's campus. Item #1 asks for a general response: "To what extent do you perceive sex discrimination occurring on your campus?" Item #3 asks for a more specific response: "To what extent do you personally experience specific discrimination such as in salary, benefits, etc.?"

A third criteria used was to select items common to the area of job responsibility of people working in Affirmative Action in higher education. Items which dealt with a specific situational context were not included so as to avoid data which, although dealing with Affirmative Action, would reflect the context of a particular campus.

A fourth criteria used was that the items selected be interesting and relevant to the more crucial problems in Affirmative Action, as well as relate to the more routine functions that people in these positions carry out on a day-to-day basis. In addition, items were selected to indicate a sensitivity and awareness about the particular issues women face in carrying out these daily functions.

A fifth criteria was clarity. Questions were selected on the basis of being clear and understood and worded in such a way as to avoid the use of rhetorical language or abbreviated "Affirmative Action" slang.

A final criteria used was length and practicality. Items which were too long or required too many explanatory phrases were eliminated. And items were also eliminated in order to keep the overall length of a particular section to a reasonable amount. As the overall length was critical in order to gather sufficient information without overburdening the respondents, a more subtle criteria was also operating in the selection process: the interest of the investigator. There were many more possible items than could be used, so final decisions were also guided by my own interest and perspective regarding what I wanted to know about these women, their jobs and their institutions.

Of equal importance to developing appropriate and clear items was the format for responding. The format for responses to each individual item (in the background section) or to all of the items in a particular section was determined by several factors: 1) that it fit the item and allow for direct answers to the question. 2) that it also allow for a range of response and flexibility in order to record the strength or degree of perception. 3) that the scale used for this range of response pertain to the kind of perception being asked for in each section, i.e.: degree of importance, degree of effectiveness or amount of time spent, and 4) that it be clear and easy to follow, both cognitively and visually.

Pilot testing of the instrument. The pilot questionnaire was distributed to the investigator's Doctoral Program Committee, plus four other women at the University of Massachusetts including three Affirmative Action Officers and one member of the Women's Center staff. I met with each

of them after they had reviewed and responded to the instrument.

Overall, they felt strongly that it was too long as they get many questionnaires and ignore most of them because they are too long. However, this did not diminish their interest in the particular nature and focus of the instrument.

They felt that the cover letter should be clarified in order to enlist the aid of people in filling it out - and also it needed to be shortened. The instructions for filling out the questionnaire were not adequate enough for the items which followed, causing some confusion. There was little criticism of the items themselves or on their appropriateness in each section of the instrument.

The use of a 6-point scale was felt to be cumbersome. Although it does force a choice on either side of the middle, the resulting choice is difficult to make concrete statements about as the degree of separation is unclear and the element of subjectivity makes it very difficult to measure. Rather than have the respondents have to ponder over where they would indicate a response, it was decided to simply use a 5-point scale and accept the reality that some of the data will fall in the middle.

Most of the comments of the eight people in regard to the wording of items were in regard to the same few, so these were changed or eliminated. In general, the critical comments in this pilot testing were all in regard to the same areas of difficulty, so with the appropriate revisions made, the questionnaire was presumed to be basically sound and ready for distribution. (see Appendix A)

Distribution, response and follow-up. The final questionnaire along with the cover letter were mailed to the 120 people selected to be the sample. Within about 10 days, approximately 58 questionnaires were returned. The following week, a follow-up note was sent to the remaining sample explaining that there was still time to respond and that their assistance would be valuable. This resulted in an additional number of returns, bringing the final number of returned questionnaires to 71, or 59% of the total sample.

Data analysis. The basic analyses to be used in this survey will be frequency counts and cross tabulation. Frequency counts will be used in regard to achieving the following objectives:

1. Summarize the data in regard to the perceptions about the extent to which sex discrimination exists on each campus and the level of institution and personal response.
2. Assess the data to determine in what specific areas women in Affirmative Action perceive they are being the most effective in dealing with sex discrimination (within the context of their jobs).
3. Assess the data to determine what factors in their personal experience, education and work history contribute to their effectiveness.
4. Assess the data to determine what on-the-job skills they consider to be important to have and how competent they feel in each of these skill areas.
5. Summarize the data to gain a profile of who the respondents are and the types of campuses they work on.

Cross tabulations will be used in regard to the final objective of the study;

6. Assess the data to determine what other campus personnel and groups the respondents routinely and fundamentally involve in four key job functions; 1) identifying problem areas, 2) deciding on priorities, 3) developing solutions, and 4) implementing solutions.

Process used to develop a training model. After the data were analyzed and assessed in terms of the above objectives, they were reviewed for additional implications which would be significant for the development of a training design to be used to train women who are planning to work in Affirmative Action Administration in higher education. These implications were then used to generate statements about the major goals and objectives of a training design. Once a preliminary design was outlined, a small committee of women who were geographically available and who currently work in Affirmative Action in higher education, were asked to respond to it. Specifically, the goals of this part of the process were to:

1. Determine that all of the implications from the data that were significant and had been included.
2. Determine that the training objectives as outlined were clear and directly related to Affirmative Action Administration.
3. Determine that they were important from the perspective of women in the field, and did not duplicate unnecessarily learning that is available elsewhere.

After discussion and critical response from this committee, the final outline of the training design was developed. (see Chp. IV)

C H A P T E R I V

RESULTS, PRESENTATION OF THE DATA AND INTERPRETATIONS

This chapter will present a summary of the data which was provided by the respondents. The data are presented in sequence as they correspond to the various sections of the questionnaire. Conclusions and interpretations are discussed where it is appropriate, specifically in relation to the major objectives of the study. "Implications" for a training design are summarized at the end of each section of the data analysis. The training design itself is presented at the end of this chapter.

For a geographic distribution of the sample, see Appendix B.

Background Information on the Respondents and Their Institutions

Page I of the questionnaire asked the respondents to give information about themselves, their jobs and their institutions. This background information is important to the study because it established a framework within which to view the other data. It further allows us to have a more concrete sense of who the respondents are and in what type of institution they work.

Table I (following) summarizes some of this data in regard to the respondents and their jobs. Additional information is then presented in the narrative.

The great majority of the sample (83.1%) agree that their job title is an accurate reflection of the functions that they mainly do.

The reason for including this question was the practice of some schools to assign someone who already had full administrative responsibility the additional work of Affirmative Action. Frequently, this meant that AA took on a very secondary role. In fact, the 12 women (16.9%) who responded that their job title did not accurately reflect the work that they do, indicated they were mainly responsible for such diverse activities as women's programming, library work, grants and proposals and general administrative assistant duties.

A great majority, or 73.2%, indicated that they had been specifically recruited for their current job, although most of these, 66.2%, were considered among other candidates. One supposition to be concluded from these questions and the data they provide, is that colleges and universities are moving away from simply assigning a current employee additional responsibilities for AA and gathering a pool of applicants from which to choose.

Most of the women, 84.5%, indicate that they are the only person in their institution working on Affirmative Action. 91.3% report that their jobs do enable them to be active advocates for women. Given that they are responsible for overall AA, it is surprising that 21.1% report spending between 40 and 60% of their time directly on issues of sex discrimination. 23.9% report that they spend between 20 and 40% of their time on these issues, and 35.2% report that they spend under 20% of their time dealing with sex discrimination.

The institutions represented by the respondents are mostly public, co-educational, non-secular schools which have a 4-year undergraduate

TABLE I

BACKGROUND INFORMATION ON RESPONDENTS (in percentages)

Job Title:	<u>AA Officer</u>	<u>Personnel Dir.</u>	<u>Spec. Ass't. to President</u>	<u>Principle Adm. Officer</u>
	N = 66.2	N = 8.5	N = 12.7	N = 12.7
<hr/>				
Time on the Job:	<u>Under 2 yrs.</u>	<u>2 - 5 yrs.</u>	<u>More than 5 yrs.</u>	
	N = 32.4	N = 57.7	N = 9.9	
<hr/>				
Previous Position:	<u>AA Officer</u>	<u>General Ed. Administration</u>	<u>Teaching</u>	<u>Labor Relations *</u>
	N = 4.2	N = 36.6	N = 22.5	N = 5.6
<hr/>				
Salary:	<u>Under 10,000</u>	<u>10,000 - 15,000</u>	<u>15,000 - 20,000</u>	<u>Over 20,000</u>
	N = 2.8	N = 14.1	N = 47.9	N = 35.2
<hr/>				
Age:	<u>20-30 yrs.</u>	<u>30-40 yrs.</u>	<u>40-50 yrs.</u>	<u>Over 50 yrs.</u>
	N = 8.5	N = 42.3	N = 28.2	N = 15.5 **
<hr/>				
Do you have Children?	<u>Yes</u>	<u>No</u>	+	
	N = 57.7	N = 41.2		

* 22 respondents (31.1%) checked 'other' in response to this question.

** 4 respondents (5.6%) did not respond to this question.

+ This supports other studies, see David, Deborah, "Marriage and Fertility Patterns of Scientists and Engineers: A Comparison of Males and Females."

program, plus graduate schools. They are also considered to be medium to large in terms of size, or have more than 4,000 students.

The last questions in this section on information about the institutions inquired about the presence of other women-focused organizations or programs existing on their campuses. The assumption behind including this question was that the presence of other such groups, i.e.: Women's Centers, or Women's Studies Programs, would indicate to some degree a climate of support for achieving equity for women, or at least the presence on campus of other women who were concerned with sex discrimination and improving the status of women. Most of the respondents did indicate that at least one, and more often two of these types of organizations did exist on their campuses. The most commonly reported program was "Continuing Education for Women", followed by Women's Studies Programs, Women's Centers and Status of Women Committees.

The questionnaire did not ask directly as to what extent the sample perceived that the climate of the institution or their own feelings of support were enhanced by the presence of these programs.

Section I

The items in Section I of the questionnaire serve to gather data in regard to one of the major objectives of the study: To determine the extent to which sex discrimination exists on their campus and the level of institutional and personal response to it. (see Appendix C: Table 1)

40% of the respondents perceive that sex discrimination exists to a 'moderate' extent on their campus, but a fairly significant proportion, or 27.1% perceive the problem to be 'extensive' and 10% perceive it to be 'very extensive'. Also, it is interesting and fairly significant that 20% perceive the problem to be 'minimal'.

On a personal basis however, the majority, or 57.8%, feel that they experience 'little' (31%) or 'no' (26.8%) discrimination themselves in terms of concrete things such as salary and benefits. 42.2% do report that they experience 'moderate' to 'very extensive' discrimination in these areas. (moderate: N = 21.1%, extensive: N = 16.9%, and very extensive: N = 4.2%)

A larger majority, or 65.2% of the women surveyed report that they experience discrimination in more subtle ways such as in the way that they are responded to and treated by their colleagues. The fact that more discrimination is reported in terms of personal treatment supports a general thesis that while Affirmative Action can be effective in changing concrete policy and practice, it will not necessarily, on the short run at least, change attitudes toward women or affect long-standing behavior which treats them first as 'female' and therefore according to norms that are linked to what is appropriate in terms of sex-roles, rather than to norms that are linked to what is appropriate for professional colleagues.

It may also be that women themselves perpetuate this kind of sex-linked response as the data in regard to question 7, Section I of the questionnaire, indicate that most of the women sampled use 'persuasive'

behavior as a personal style most of the time. In fact, 36.6% report that they use it 'very extensively', 36.6% use it 'extensively', and 22.5% utilize it to a 'moderate' degree.

The more androgynous style of 'assertive' behavior is also common, but less so: 24.3% report using it 'very extensively', 37.1% use it 'extensively', and 28.6% use it 'moderately'.

The more typically masculine style of 'confrontative' behavior is not used extensively at all, though a large number of women report utilizing it on occasion: 76.1% use confrontation on a minimal or moderate basis.

In regard to efforts made on campus to deal with sex discrimination, the perception is generally that the institution is not trying as hard as they (the respondents) are. The majority perceive the institutional efforts as being only 'moderately' extensive and a quarter of of the sample (25%) perceive the efforts as being 'minimally' extensive.

The data yield more specific information about what specific aspects of Affirmative Action the institution and the respondents are concerned with. Generally, the institution is perceived as being slightly more concerned with being 'non-discriminatory' in general than with specific affirmative action for women and minorities, whereas the women are slightly more concerned with specific Affirmative Action efforts for women and minorities than with 'non-discrimination'.

More specific breakdowns of the percentages indicate interesting distinctions: 50% of the sample perceive the institution as being moderately concerned with Affirmative Action for women, while 49.3% of

the respondents are very extensively concerned. The institution is also perceived as quite less concerned with Affirmative Action for minorities: 59.2% perceived as being minimally - moderately concerned; whereas 79.6% of the respondents report themselves to be extensively to very extensively concerned. For further breakdowns, see Appendix C, Table 1.

Overall, the women report more concern, not only for Affirmative Action for other women and minorities, but with all aspects of discrimination than the institution. Of course, it is their job to be, but it is also primarily the responsibility of the institution to visibly indicate that these areas are a priority for them if equity is to be achieved.

Implications for training. In addition to the information provided by this section of the study that the priorities and extent of concern of the institution are often different from those of the AA Officer, the other significant area to be considered for inclusion in a training design concerns personal style and on-the-job attitudes and treatment by colleagues.

Some further analysis of the data revealed that institutions perceived high in discrimination on the basis of sex are the same ones in which women experience the most personal sense of discriminatory treatment. Also, the more assertive one is, the more likely they are to be treated in a discriminatory manner.³⁵ Whereas those women who report that they most often are persuasive in their personal style, report less disparate treatment.

Obviously those women who behave in an assertive manner may also be more sensitive to and aware of how their colleagues are reacting to them. Women who use persuasion are often doing so without questioning the fact that it is a 'feminine' trait and therefore may not be aware when their colleagues treat them accordingly. But, a training design should explore the ramifications of personal style, the effect it has on associates and particularly how it does or does not contribute to one's effectiveness on the job, as well as their sense of self-worth and feelings about being a 'professional'.

Section II

The items in Section II of the questionnaire serve to gather data in regard to another of the major objectives of the study: To determine the perception of individual effectiveness in achieving specific goals related to the elimination of sex discrimination. (see Appendix C, Table 2)

A listing of 12 key Affirmative Action functions was developed with an option given for adding other functions not listed. The listing included the very beginning and basic goal (or function) of "promoting general awareness about the problem" to a more specific and advanced goal such as "implementation of the Title IX Self-Evaluation Process", and women were asked to indicate on a scale of 1-5 their sense of effectiveness in these areas - with an option to indicate that an item was 'not applicable'.

In assessing the data, all of the respondents indicated that they feel effective in all of the functions listed at least more than 'occasionally' and frequently 'fairly often'. The following is a rank

ordering from high to low (in terms of perceived effectiveness) of the functions according to mean score:

1. Implementing AA plan on campus	$\bar{X} = 4.16$
2. General Data Collection	$\bar{X} = 4.15$
3. Developing Title IX Self-Evaluation Process	$\bar{X} = 4.07$
4. Developing AA plans for the institution	$\bar{X} = 4.05$
5. Promoting general awareness about the problem	$\bar{X} = 3.944$
6. Responding to on-campus grievances	$\bar{X} = 3.941$
7. Meeting with administrators, dept. heads, to define the problem	$\bar{X} = 3.87$
8. Developing internal grievance procedure	$\bar{X} = 3.81$
9. Implementing Title IX Self-Evaluation Process	$\bar{X} = 3.77$
10. Speaking to Campus groups to inform them about Affirmative Action	$\bar{X} = 3.55$
11. Getting a small core of concerned people	$\bar{X} = 3.53$
12. Investigating complaints filed with outside agencies	$\bar{X} = 3.46$

To get some sense of whether their effectiveness correlates with what they spend the most time doing, participants were asked to circle the 3 functions that they spend the most time doing. There was no value attached to this question - just amount of time. Out of a total of 71 returned questionnaires, only 52 women answered this question. A tabulation of their responses indicates that they spend most time on the functions as listed below. This was tabulated by adding, for each

function, the total no. of times it was indicated as one of the 3 functions the respondents spend the most time doing.

1. Implementing AA plans for the institution	N = 57.7%
2. Meeting with administrators, dept. heads to define the problems	N = 46.1%
3. Promoting general awareness about the problem	N = 42.3%
4. General data collection	N = 40.4%
(the above 4 functions were agreed upon by half or nearly half of the sample)	
5. Responding to on-campus grievances	N = 28.8%
6. Developing AA plans for the institution	N = 19.1%
7. Getting a small core of concerned people	N = 13.4%
8. Implementing Title IX Self-Evaluation Process	N = 13.4%
9. Investigating complaints filed with outside agencies	N = 9.6%
10. Developing Title IX Self-Evaluation Process	N = 7.6%
11. Developing internal grievance procedures	N = 5.8%
12. Speaking to campus groups to inform them about Affirmative Action	N = 3.8%

As previously mentioned, there is no value attached here, simply a rank ordering of the functions that the respondents spend the most time doing. It is always open to question when surveying perception in an area such as this, that one will equate feeling effective with what they spend the most time doing - or there will be a tendency not to consider those actions which are sporadic or not part of a daily routine.

Within the top 4 functions, those which received the highest number of responses in both 'feeling effective' and 'time spent', there is direct correlation between two of them:

1. Implementing affirmative action plans
2. General data collection.

In the other two areas that the respondents spend most of their time: "meeting with administrators and dept. heads to define the problem areas" and "promoting general awareness about the problem", their responses indicate that they feel slightly less effective, or 'less than fairly often effective'. This is open to a range of interpretation. It could stem from 1) the 'too many meetings syndrome' or the frustration with the meeting format in general as an effective mechanism, or 2) difficulty of knowing when you are effective in raising consciousness or people's awareness about sex discrimination, or 3) women responding simply did not give these specific functions separate consideration as their focus is on overall AA implementation and these can be construed as an integral part of that process.

The section of the questionnaire which surveyed individual perception as to what skills are important adds further information relating to 'meetings' which also raises questions. Out of 28 skills listed, the respondents rate '"Planning Meetings" and "Moderating Meetings" as #26 and #27 in importance. Is this because they themselves are not feeling effective in meetings? Or do they perceive that meetings themselves are not an effective mechanism for pursuing AA goals? These questions will be commented on further in Section 4 in this chapter as the data also has relevance.

Thirteen women added additional functions to the list given in this section of the questionnaire. There were no duplications nor enough agreement as to effect the main body of interpretation, but they are of interest because the respondents also rated them as functions that they spend most of their time doing. These additions are as follows:

1. Serve on search committees
2. Develop recruitment efforts
3. Work with off-campus women
4. Write policies and procedures
5. Meet with women
6. Speaking off campus
7. Prepare statistical reports for off-campus agencies
8. Keeping 'current' (with the legislation, etc.)
9. Counseling women
10. Serving as a role model
11. Developing proposals for women's programs
12. Interpretation of policy
13. Developing career opportunities, in-service training programs for employees.

These individual additions focus more specifically on AA for women and illustrate and support the preceding data which show this as a very extensive concern for the respondents.

Implications for training. The most significant implication from this section of the data is tied into the question of 'meetings'. Whether

it is an effective mechanism for AA officers to use in achieving their goals is open to question, and why or why not. But, it nonetheless is rated as something they spend a great deal of time doing, and therefore an important element to be considered in a training design.

Section III

The items in Section III of the questionnaire serve to gather data in regard to a fourth major objective of this study; To determine what specific skills are perceived by the respondents as being important to do the work effectively and also the level of competence they feel they have achieved in each skill. (see Appendix C, Table 3)

This section of the questionnaire asks the respondents to rate each of the 28 skills listed according to a scale of 1-5 in terms of its importance to being effective in dealing with sex discrimination. It also asks them to indicate on a scale of 1-5 (low - high) the degree to which they feel competent in using that skill.

All of the skills were ranked between 'generally important' and 'critically important' according to mean scores. The lowest mean score is 2.94 (SD = 1.20) for the skill of 'budget preparation'. This rating, however, is very close to being regarded as 'generally important' (3.00). No skill was ranked below this, according to mean score, and therefore to be considered as of 'limited' or 'no' importance.

It is fair to say that all of the skills listed are regarded as important to being effective in dealing with sex discrimination. In addition, when given the option of adding others, nine women specified

other skills. These will be commented on at the end of this section.

The following assessment is based on mean scores. Those skills achieving a mean score between 4.5 and 5.0 are regarded in the category of being 'critically important'. Eight skills fall into this category. In ranked order, they are:

1. Sensitivity to others	$\bar{X} = 4.73$
2. Ability to work with others	$\bar{X} = 4.70$
3. Knowledge of University structure	$\bar{X} = 4.64$
4. Ability to be objective	$\bar{X} = 4.57$
5. Ability to decide on priorities	$\bar{X} = 4.52$
6. Ability to be articulate	$\bar{X} = 4.47$
7. Ability to assess the impact of actions	$\bar{X} = 4.46$
8. Ability to decide on solutions	$\bar{X} = 4.45$

Skills which achieved a mean score of between 4.0 and 4.4 are regarded in the category of being 'very important'. Thirteen skills fall into this category. In ranked order, they are:

1. Ability to confront authority	$\bar{X} = 4.41$
2. Ability to educate others	$\bar{X} = 4.39$
3. Ability to mediate solutions	$\bar{X} = 4.35$
4. Ability to establish support systems for oneself	$\bar{X} = 4.34$
5. Ability to identify and use resources	$\bar{X} = 4.31$
6. Legal Knowledge	$\bar{X} = 4.28$
7. Ability to respond to hostility	$\bar{X} = 4.25$
8. Ability to weigh advice	$\bar{X} = 4.22$
9. Data Interpretation	$\bar{X} = 4.22$
10. Investigating grievances	$\bar{X} = 4.12$
11. Counseling the 'victim'	$\bar{X} = 4.04$
12. Sense of humor	$\bar{X} = 4.02$
13. Public Relations	$\bar{X} = 4.00$

Skills which scored less than 4.0 are regarded in the category of being 'generally important'. Seven skills are in this category. In ranked order they are:

1. Data gathering	$\bar{X} = 3.90$
2. Report writing	$\bar{X} = 3.84$
3. Ability to make self visible	$\bar{X} = 3.80$
4. Speaking/lecturing to groups	$\bar{X} = 3.67$
5. Moderating meetings	$\bar{X} = 3.48$
6. Planning meetings	$\bar{X} = 3.38$
7. Budget preparation	$\bar{X} = 2.94$

In regard to the level of competence which the respondents feel they have attained in each of the skill areas, the data indicate that it is generally high. In 17 skill areas, they feel that they have attained a 'fairly high' to a 'high' level of competence (mean: 3.0 - 4.0). None of these 11 skill areas fall into the category of being regarded as 'critically important' to being effective. (For a complete analysis, see Appendix C, Table 3.)

These 11 skill areas, which are listed below in rank order from higher to lower feeling of competence are referred to as 'low competent' areas, but it is important to keep that label within the perspective that none of them were ranked below 'moderate' in degree of competence.

1. Moderating meetings	$\bar{X} = 3.94$
2. Data gathering	$\bar{X} = 3.93$
3. Ability to make self visible	$\bar{X} = 3.91$
4. Sense of humor	$\bar{X} = 3.90$
5. Investigating grievances	$\bar{X} = 3.88$
6. Planning meetings	$\bar{X} = 3.83$
7. Ability to confront authority	$\bar{X} = 3.80$
8. Ability to respond to hostility	$\bar{X} = 3.77$
9. Ability to establish support systems for self	$\bar{X} = 3.75$
10. Legal knowledge	$\bar{X} = 3.67$
11. Budget preparation	$\bar{X} = 3.27$

In interpreting this section of the data, it is of interest to comment that the 8 skills regarded as being 'critically important' are more abstract administrative skills in general and not especially related to the content of sex discrimination or Affirmative Action. At a secondary level of importance are more of these, both concrete (investigating grievances, legal knowledge) and personal (ability to respond to hostility and counseling the 'victim'). This suggests that the combination is important. A good administrator is not necessarily good

at Affirmative Action, and a sensitive and strong woman is not necessarily a good and effective AA officer.

The data are not so clear, however, when one assesses the skills which are ranked on the low side in terms of importance (as being 'generally' important), and especially in light of the functions which the respondents indicate they spend the most time doing (implementing AA plans, meeting with Adm. and Dept. Heads to define the problem areas, promoting general awareness about Affirmative Action, and general data collection). Of particular importance to carrying out these functions are skills such as: data gathering, ability to make self visible, speaking and lecturing to groups, and planning and moderating meetings - all of which are on the bottom of the list in terms of importance.

It is likely that one will not readily perceive things that they do frequently as being important, when given these skills in a separate listing. It may be that these are such a part of their daily functioning that they do not stand out on a list, whereas skills which are not so automatically a part of daily routine are given more consideration. It may also be that the respondents don't perceive that these skills are specific and important to successful functioning and therefore exploration of this area is significant to a training design.

When given the option of adding additional skills, nine people responded. Their additions give a clear sense of the underlying personal costs involved in their jobs, as well as some of the strengths and visions that sustain them. These added skills are:

1. Ability to persevere
2. Ability to survive in a sexist/racist institution
3. Ability to deal with dishonesty among faculty and administrators
4. Ability to act as a role model
5. A positive vision of what AA is for
6. Ability to know what should be, document it, and live with yourself if it is not done
7. Ability to pace oneself
8. Ability to listen
9. Political skills.

Implications for training. In addition to paying special attention to the 7 skills which are ranked low in importance, but yet an essential part of effective functioning, the strong amount of agreement in this section suggests that all of the skills need to be addressed.

The issue that effective AA officers need a combination of administrative and Affirmative Action and personal skills is also important to address.

Section IV

Comments generally heard on a college or university campus in regards to Affirmative Action and/or the AA Officer include reference to not knowing what Affirmative Action is exactly, or who is responsible, or where the office is if there is one! People on campus frequently identify problem areas, and even have solutions that they feel would be workable, but don't feel there are any avenues for communicating these concerns. There is also frustration and anger expressed because of difference in the priorities of individuals and campus groups and the priorities of the AA office.

These concerns, plus curiosity as to whom women in Affirmative Action seek out are the reasons for including Section 4 in this survey.

Section 4 lists four key functions and asks the respondents to indicate (from a listing) which people they routinely and fundamentally include in carrying out each function. (see Appendix C, Table 4) The four functions are:

1. Identifying problem areas
2. Deciding on priorities
3. Developing solutions
4. Implementing solutions

The people (or groups) listed for each function are:

1. Formal administrative channels
2. Informal personal channels
3. Yourself
4. Peers/colleagues
5. Women's groups on campus
6. Students
7. Faculty/staff
8. Federal agencies
9. Legislation itself
10. Appropriate committees already established.

In assessing these data the most outstanding characteristic is the high degree to which the women depend on themselves as the authority. An average of 90% of the respondents indicate that they use themselves most frequently in accomplishing three of the four functions. In the fourth function, they rate themselves second to 'formal administrative channels'. This is in the area of "implementing solutions".

Again, several interpretations come to mind. They rightfully involve the administration in carrying out solutions to Affirmative Action problems, as ultimately it is their responsibility. Or, they are obligated to seek out the formal administrative channels because they themselves have limited authority to implement new policy, or they themselves don't have the resources (time, staff, budget) needed to implement solutions.

The use of formal administrative channels is also common in the areas of "deciding on priorities" and "developing solutions". Of interest is the fact that the respondents use formal administrative channels to a much lesser degree in "identifying problem areas". For this, they turn more frequently to 'informal personal channels' and 'peers/colleagues'. This supports the assumption that often administrators are too far removed from the day-to-day impact of their policies and practices on the students, faculty and staff, and therefore unaware of the problems which exist.

The use of 'informal personal channels' and 'peers/colleagues' is employed frequently in carrying out all of the four functions. Again, this reflects the assumption mentioned above, and is therefore more effective and expedient. It may also reflect the commonly held assumption (the reality of which is often attested to by women administrators) that the true information and communication networks in higher education are often ones which exclude women (the men's locker room, lunch and the five o'clock drink).

The involvement of 'faculty/staff', 'students' and 'women's groups' is less. Their involvement is more often sought in the area of "identifying problems". (62.8% - 76.1% of the respondents involve them here.) But in the area of "deciding on priorities" their inclusion is much less. (23.9% - 29.6% of the respondents utilize them here.) This helps to explain the statement made previously that there is often a disparity between the priorities of a campus community and those of the administration.

The respondents indicate that they (N = 43.7 - 70.4%) routinely and fundamentally include 'appropriate committees' in these four function areas. This serves to highlight once again the need for specific and deliberate attention to the skills of 'planning and moderating meetings'.

Implications for training. Not only emphasis on the skills of 'moderating and planning meetings' is important, but the data from this section illustrate that decisions get made (either consciously or unconsciously) as to when and with whom to meet in order to accomplish these four job functions. Obviously, each of these decisions has an impact, either on one's own time and resources, or on the community of students and staff the AA officer is representing. A training design should explore these questions.

It would also seem important to have some discussion on whether your own involvement is necessary to such a great extent in all of these areas. Clarification and more awareness of this could result in developing strategies aimed at more sharing of the workload and responsibility for Affirmative Action.

Section V

In addition to the more concrete skills needed on the job, this study also sampled other factors in the respondents' life experience that they felt was important to them now. These data serve to provide information in regard to another major objective of the study: To determine what factors in their personal life, educational and work

experience aid their effectiveness in dealing with sex discrimination (within the context of their current jobs). Twelve items were listed and respondents were asked to rate their degree of importance in terms of the above on a scale of 1-5 (low - high). See Appendix C, Table 5.

They also had the option of indicating that an item was 'not applicable' to them, and could add additional factors themselves. Many women did. There was a total of 25 additional factors added. For a listing of these, see Appendix D.

In responding to the items given, many women indicated that for them several items were 'not applicable', so there is a wide range in terms of the number of women who indicated a response to each of the items. There are three areas where less than 50% of the women indicated a rating:

1. "Girls' Prep School", this was applicable for only 13 women and was generally rated as of low importance.
2. "Education at all-women's college", this was applicable for only 13 women and again rated as having a low importance. This is interesting in that it contradicts current arguments that favor and support all-women's colleges.
3. "Experience in Women's Centers", this was applicable for 30 women and again rated as of low importance.

There were nine other items listed and over 50% did respond to each of these. In rank order in terms of 'degree of importance', they are:

1. Experience in personal relationships
2. Experience in Higher Education Administration
3. Supportive friends
4. Experience teaching in higher education
5. Female role models
6. Supportive family (of birth)
7. Parenting
8. Education at co-ed college
9. Experience in women's consciousness raising group

It is difficult to draw any specific interpretation from this section because of the range of additional factors they listed.

(Appendix D) However, some general statements can be made concerning this part of the survey which do have some implications for the development of a training model.

Implications for training. Primarily, learning to deal effectively with sex discrimination can come from a wide range of experience. What is important is to relate and consider the experience in terms of the skills or concepts or 'learning objectives' of the training design. The respondents indicate that they have utilized learning from a wide range of experience and consider it all to be important.

Support is a highly important factor, from family, friends and from colleagues in the University administration, yet the 'ability to establish support systems' was a skill that scored in the 'low competence' area. This needs special attention in a training design. Obviously, a training design could draw upon and utilize the trainee's past life experience as a data base for learning to work in Higher Education Administration and especially in Affirmative Action.

Elements of a Training Design

The final objective of this research is as follows: "On the basis of the data, generate statements about what the major elements of an effective training model would be for women who are preparing for administrative positions in Affirmative Action in higher education."

In the foregoing presentation of the data, 'implications' for training for each section of the data were generally summarized. These implications were reviewed by the researcher to determine how they could form the basis of a training model. The rationale for using these 'implications' as the basis for a training design was based on several factors:

1. They come (through the survey) from the direct experience of people in the field.
2. They are based on those sections of the data which received a high degree of consensus.
3. The people responding to the questionnaire indicated that they feel 'fairly effective' as AA officers.

After a preliminary model was developed, it was then reviewed and responded to by a small committee of women who are currently working in Affirmative Action positions in higher education and a training consultant. Their comments and criticisms were taken into account in the final design which is presented here.

As the specific population being addressed in this study is women who are preparing for work in Affirmative Action Administration in higher education, the time frame for the training is projected to be a one-semester course. It is not within the scope of this research to develop the specific training materials and activities. Suggestions for further development of these, time adjustments and other applications of the training design are discussed in Chapter V.

Training goals and learning objectives.

- I. Participants will be able to summarize the history of Affirmative Action in higher education, evaluate its achievements (and lack of),

and describe the major issues confronting it today.

Topics to be presented:

1. Legislative background of Affirmative Action and what the laws mandate for higher education.
 2. Overview of higher education's response to Affirmative Action, including the different stages of AA implementation: developing AA plans; initial implementation and monitoring; re-integration into the normal structure and ongoing monitoring.
 3. Current issues, including enforcement record of federal agencies, court decisions, social and economic factors.
- II. Participants will be able to summarize the general organizational structure of a University (or college) and describe the major ways in which Affirmative Action responsibility fits into the Administration and evaluate the pro's and con's of each.

Topics to be presented:

1. Overview of the University's organizational structure, with emphasis on lines of authority and basic aspects of the employment processes.
(Staff, Academia, Non-academic Professional, Students)
 2. Administration of Affirmative Action as the responsibility of : AA Office (separate); Personnel Director; Special Ass't. to the President; Chief Administrative Officer.
 3. Pro's and con's of each AA role; how each is viewed by other campus groups; implications for authority and support of top administration.
- III. Participants will be able to summarize the different phases of Affirmative Action implementation, identify change points and describe strategies which will lead to substantive change.

Topics to be presented:

1. How the AA Officer can function as an effective change agent by understanding the different phases of AA and how their specific functions can result in substantive educational and employment policy change.

2. Overview of the three phases of AA implementation: development of AA plans, initial implementation and monitoring, re-integration into the normal structure and ongoing monitoring.
 3. Specific tasks and function in each of the above.
 4. Involvement of different campus groups: who? when? for what purpose? how?
 5. Need for up-to-date knowledge of legal developments.
 6. Identification of change points and strategies for achieving policy change. Use of sanctions, rewards.
- IV. Participants will be able to summarize the range of skills needed for effective functioning as an Affirmative Action Administrator and demonstrate skills for assessing their own competencies and developing skills where needed.

Topics to be presented:

1. The importance of having a balance of administrative, Affirmative Action and personal skills. What are they, specifically, and how do they combine for increased effectiveness.

- | | |
|---------------------|---|
| Administrative: | <ul style="list-style-type: none"> Data gathering Ability to define objectives Ability to be objective Ability to work with others Decision-making skills (setting priorities, developing solutions, implementation, assessing impact) Planning, moderating meetings Ability to make self visible Evaluation skills Report writing Budget preparation |
| Affirmative Action: | <ul style="list-style-type: none"> Data interpretation Ability to educate and raise consciousness Ability to investigate grievances Counseling 'victims' of discrimination Mediation skills Ability to identify and use resources Problem solving (creative and innovative) Staff development and training Community development skills Group dynamics (awareness of) |

Personal: Public Relations skills
 Ability to respond to authority
 Ability to respond to hostility and
 resistance
 Sense of humor
 Ability to maintain personal support
 systems
 Ability to assess effect of personal style

2. Individual assessment of competency in the above skill areas and training for increased skill where needed.

- V. Participants will demonstrate skills for assessing their own personal, educational and work history to understand how they identify and respond to discrimination and discuss how to apply this understanding to their work.

Topics to be presented:

1. What can be learned from examining personal experience in regard to: individual awareness of discrimination; personal response to it, and the effect of that response.
2. Examine a few significant experiences to determine if response is different in the face of authority.
3. Determine if changes in personal response and style would result in increased effectiveness.

- IV. Participants will evaluate the Training, evaluate their own learning, determine future learning objectives and explore ways to increase support systems.

Topics to be presented:

1. Written and oral evaluation of the Training Design.
2. Activities for the participants to evaluate their own learning and test their knowledge.
3. Determine ongoing learning objectives and how to achieve them.
4. Explore ways for increasing Support Systems for self.

C H A P T E R V

SUMMARY AND IMPLICATIONS FOR FUTURE RESEARCH

The high response rate to this survey (59%) suggests that women in Affirmative Action in higher education are very interested in sharing their perceptions and feeling about their work.

They have come to their current jobs from a variety of personal, educational and work experiences. Their work in higher education and their concern about Affirmative Action is the most common factor among them. Questionnaire results showed that they have a high commitment to improving the status of women (and other minorities) on their campuses, higher in fact than their administrations. There is also a high level of agreement among them as to what skills are important to working effectively. The fact that they are, for the most part (84.5%) the only one in their position at their institution, suggests a feeling of isolation as professionals, and participating in this research was an opportunity to communicate with colleagues in other institutions.

Perhaps the most surprising outcome of the survey was the data on how effective the respondents feel in carrying out specific Affirmative Action functions, from implementing AA on their campuses to investigating grievances. (See Chp. IV, Section II) In general, they feel that their efforts are effective 'fairly often'.

This raises questions when one considers the general tone and attitude regarding AA in higher education today. The most typical is

that AA is not working, that despite much effort and a lot of publicity, the status of women (and minorities) has not significantly improved and in some cases has gotten worse.

This writer feels that there is not so much contradiction as it might appear in these two factors. When one is inside the administrative bureaucracy of higher education and understands how slowly the change process comes about, as well as the magnitude of changes that need to occur for Affirmative Action to be considered successful, then the responses from the women in this survey do make sense and are not necessarily in contradiction with the attitude that Affirmative Action is not working.

It is entirely possible to feel effective if your efforts are significant and in the direction toward major change, even though you have not 'solved' all of the problems. For example, an AA officer can and should feel effective if she has been able to bring together a diversified group of competent, informed people to serve on a Title IX committee. Accomplishing this can well take weeks on a University campus, but it is essential to achieving the particular goal at hand. Substantive change in response to Title IX requires the involvement of such committees. Without their work and contributions, the lasting change that is the hope of Affirmative Action will not come about.

The data from the survey concerning the skills that are important to effective functioning are very strong in that the respondents indicate a high degree of consensus as to what specific skills are crucial.

Their responses clearly indicate that a combination of administrative, Affirmative Action and personal skills are important and this has direct application for training.

Another significant outcome of the data is the fact that the respondents rely heavily on themselves and their own judgement in the decision making process. Though they meet often and routinely with other administrators, campus groups and committees, they depend on themselves most frequently when it comes to identifying problem areas, deciding on priorities and developing solutions.

The study did not emphasize directly questions which would determine the areas where the respondents are not feeling effective in their work, or what their major frustrations are. Yet, in their responses, and in comments added to the questionnaire, it is apparent that despite a feeling of effectiveness, there is also an underlying frustration with their work. The most common frustration indicated is that they are trying to (and are responsible for) ensure compliance with a large and complex area of the law and are doing so with very limited resources and support from their institutions. Though they feel strong and able to affirm their own work and themselves, this becomes lonely and frustrating at times.

Implications for Future Research

One major implication for future research from this study is in the area of training. Materials and activities need to be developed for the training design in order for it to be used as a curriculum tool.

In addition, future research could explore other uses for it, i.e.: can it be adapted for use with people who are currently working as AA officers themselves to use with their support staff and other people throughout the University community who have Affirmative Action responsibilities? Can the data on 'skills' be used to determine the criteria for the hiring of new AA personnel? As this is a new administrative 'specialty' it has not been clear as to what criteria to use in making appointments. This data may be useful here.

The question of relating this data, which indicate a feeling of effectiveness among the participants, with data which judge Affirmative Action not to be working on the campus is an important one for future study. Assuming both factors to be true, what lies behind the apparent contradiction?

The questionnaire used in this research might be used again with another sample population of AA officers in higher education, including male officers, or only male officers. Would the results be different, and if so, in what ways?

Finally, as this survey did not ask questions about what frustrations and/or problems are for AA officers, future research could focus on this. However, other studies have already been done which focus on this aspect of Affirmative Action. Their conclusions would be important to consider in pursuing this line of research.

In addition to the implications above, which develop from this study, it is imperative to state that research focusing on the effectiveness of the Affirmative Action officer is one small aspect of a large

and complex problem. To eliminate sex discrimination in higher education will require studies that develop whole new approaches to the way Affirmative Action is structured within higher education. The onus of responsibility belongs to the entire institution. Research that addresses the question of extending Affirmative Action beyond compliance with the law and into the areas of behavioral, attitudinal and organizational change within the institution of higher education is crucial.

NOTES

¹Comment, Fall, 1975, American Council on Education, Office of Women in Higher Education, Washington, D.C. p. 3

²Report on the Workshop for Women Considering Careers in College and University Administration (April, 1974), American Council on Education, Office of Women in Higher Education, Washington, D.C. p. 1

³On Campus With Women, Project on the Status and Education of Women, Association of American Colleges, Washington, D.C. Oct. 1976, p. 3

⁴Feldman, Saul D. Escape From the Doll's House, Women in Graduate and Professional School Education, A Report of the Carnegie Commission on Higher Education, McGraw Hill, N.Y., 1974, p.5

⁵As discrimination means the exclusionary treatment of a class which has 'minority' characteristics, I do not accept the concept of 'reverse discrimination'. Several of the respondents also commented: "I don't believe there is such a thing!": and also: "This is their main concern!"

⁶Comment, Fall, 1975, American Council on Education, Office of Women in Higher Education, Washington, D.C. p. 3

⁷Chronicle of Higher Education, Aug. 1, 1977, pp. 8-9, Washington D.C.

⁸Ibid

⁹"Survey of Women and Minority-group Members in Higher Education Administration", College and University Personnel Association, 1977

"The Hard Core of Sexism in Academe", by Alexander W. Astin, University of California at Los Angeles, 1977

¹⁰Chronicle of Higher Education, June 27, 1977, p. 8

¹¹Ibid

¹²Report on the Workshop for Women Considering Careers in College and University Administration (April, 1974), American Council on Education, Office of Women in Higher Education, Washington, D.C. p. 1

¹³Ibid

¹⁴On Campus With Women, Project on the Status and Education of Women, Association of American Colleges, Washington, D.C., Oct. 1976, p. 3

¹⁵Feldman, Saul D., Escape From the Doll's House, Women in Graduate and Professional School Education, A Report of the Carnegie Commission on Higher Education, McGraw Hill, N.Y., 1974, p. 5

¹⁶Ibid p. 5-6

¹⁷Ibid p. 6-9

¹⁸Ibid p. 9

¹⁹U.S. Dept. of H.E.W., National Center for Education Statistics, Washington, D.C., 1976. Printed in On Campus With Women, Project on the Status and Education of Women, Washington, D.C., March 1977

²⁰Feldman, Escape From the Doll's House, p. 4-5

²¹Bernard, Jessie, Women and the Public Interest, An Essay on Policy and Protest, Aldine, Atherton Press, Chicago, Ill., 1971 p.17

²²Howe, Florence, ed. Women and the Power to Change, McGraw Hill, New York, N.Y., 1975, p. 55

²³Bernard, Jessie, Academic Women, World Publishing Co., New York, N.Y., 1967, p. 36

²⁴Carnegie Commission on Higher Education, Opportunities for Women in Higher Education, McGraw Hill, N.Y., 1973, p. 61

²⁵Chronicle of Higher Education, Aug. 1, 1977, p. 9

²⁶Kundsin, Ruth, Women and Success, The Anatomy of Achievement, William Morrow and Co., N.Y., 1973, p. 144

²⁷David, Deborah, "Marriage and Fertility Patterns of Scientists and Engineers: A Comparison of Males and Females", paper delivered at the American Sociological Association Convention, New York, Sept., 1973

²⁸Ibid

²⁹Kanter, Rosabeth, Men and Women of the Corporation, New York, N.Y., 1977, p. 203

³⁰On Campus With Women, Project on the Status and Education of Women, Association of American Colleges, Washington, D.C., Sept 1976, p. 1

³¹Ibid

³²Ibid

³³Goodwin, James, "Playing Games With Affirmative Action", The Chronicle of Higher Education, April 28, 1975, p. 24

³⁴Gittell, Marilyn, "The Illusion of Affirmative Action", Change Magazine, Oct. 1975, p. 39

³⁵Three women indicated on responding to this question of experiencing discriminatory treatment from their colleagues, that it was much more common from Faculty and some Deans, and not at all from other women.

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Appendix A:

COVER LETTER AND SURVEY QUESTIONNAIRE



EVERYWOMAN'S CENTER
508 GOODELL BUILDING

The Commonwealth of Massachusetts
University of Massachusetts
Amherst 01003

87

TELEPHONE:
413/545-0883

April 4, 1977

The Project on the Status and Education of Women, through their resources, gave me your name as a woman working in the area of Affirmative Action in higher education. I hope you are one who shares my interests and concerns about sex discrimination and the efforts of Affirmative Action to eliminate it, and would be willing to participate in a survey I am doing.

It is my belief that women in positions like yours face many obstacles in their efforts to eliminate all forms of sex discrimination in higher education. In fact, as you may know, there are already some small efforts underway to explore new and more productive affirmative action approaches to achieving educational equity for women. I feel that it is important to do this, but first to determine where we are being effective and that the best way to determine this is by surveying your perceptions about your experience.

This survey is also designed to tap your perceptions about what personal factors and professional skills you perceive help you to be effective in dealing with sex discrimination in your job. One of my hoped for outcomes is to develop a training model for women who are aspiring to work in Affirmative Action in higher education and who are particularly concerned with sex discrimination. Your taking the time to share your thoughts will be of critical help in doing this.

I know that women in Affirmative Action are often busy and I appreciate the time you take to respond. If you would like a copy of the resulting data, please be sure to include your name and address when you return the questionnaire, and please do this by the end of April. Thank you.

Sincerely,

Mary L. O'Neil

SURVEY OF WOMEN IN AFFIRMATIVE ACTION POSITIONS IN HIGHER EDUCATION

April, 1977

Return to:

Mary L. O'Neil
Box 193
Deerfield, Ma.
01342

BACKGROUND INFORMATION: Please fill in the appropriate information.

1. Your 'official' job title: _____
2. How would you title your job? (according to the functions you mainly do):

3. How long have you held this position? _____
4. What was your previous position? _____
4a. Was this at the same institution? _____
5. Were you specifically recruited for your present job? _____
6. Were you hired from a pool of applicants? _____
7. Your salary range: Under \$10,000 _____ \$15,000 - 20,000 _____
\$10,000 - 15,000 _____ Over \$20,000 _____
8. Are there others who currently hold your same position? _____
if yes, how many? _____ No. of women? _____ No. of men? _____
9. Does your job enable you to be an active advocate for women on your campus? _____
10. What percentage (approximate) of your time do you spend dealing specifically with issues related to sex-discrimination _____
11. Your age: _____
12. Do you have children? _____ How many? _____ Ages? _____

The following background information about your institution will help to interpret the results. Please check all of the following that apply to your school.

1. Public _____ Private _____ All male _____ All female _____ Co-ed _____
2. The majority of students are: Minority _____ White _____
3. Religious? _____ What affiliation? _____
4. 2 yr. _____ 4 yr. _____ 4 yr. plus graduate _____
5. Large, over 10,000 _____ Medium, 4,000-10,000 _____ Small, under 4,000 _____
6. Which of the following are established on your campus?
Continuing Ed. for Women _____ Women's Center _____
Status of Women Committee _____ Women's Studies Program _____
Other women's focused organizations? _____

SECTION I

The following questions pertain to your general perceptions about sex discrimination as it occurs on your campus. Please record your initial response with a check-mark according to the following scale:

	Not at all				Very extensive
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
1. To what extent do you perceive sex discrimination occurring on your campus?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2. Rate the over-all efforts of the institution to deal with it.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
3. To what extent do you personally experience specific discrimination such as in salary, benefits etc?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
4. To what extent do you experience behavioral discrimination, such as response from colleagues, etc?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
5. To what extent does your school concern itself with Affirmative Action for women?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
5a. Affirmative Action for minorities?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
5b Non-discrimination?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
5c Reverse discrimination?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
6. To what extent are you concerned with Affirmative Action for women?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
6a. Affirmative Action for minorities?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
6b Non-discrimination?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
6c Reverse discrimination?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
7. In dealing with sex discrimination in your job, to what extent is your personal style assertive?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
7a Persuasive?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
7b Confrontative?	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

SECTION 2 The following questions are more specific in nature and pertain to your sense of your own effectiveness in dealing with sex discrimination at your institution. Please respond according to the following scale:

	<u>degree of effectiveness:</u>					
	N/A	Not at all	Rarely	Sometimes	Fairly often	Very Often
	—	1	2	3	4	5
1. Promoting general awareness about the problem	—	1	2	3	4	5
2. Speaking to campus groups to inform them about AA	—	1	2	3	4	5
3. Meeting with administrators, dept. heads to define the problem areas	—	1	2	3	4	5
4. Getting a small core of concerned people	—	1	2	3	4	5
5. General data collection	—	1	2	3	4	5
6. Developing AA plans for the institution	—	1	2	3	4	5
7. Implementing AA plan on campus	—	1	2	3	4	5
8. Developing Title IX Self-Evaluation process	—	1	2	3	4	5
9. Implementing Title IX Self Evaluation process	—	1	2	3	4	5
10. Developing internal grievance procedures	—	1	2	3	4	5
11. Responding to on campus individual grievances	—	1	2	3	4	5
12. Investigating complaints filed with outside agencies	—	1	2	3	4	5
13. Other? Please be specific:	—	1	2	3	4	5

Please, circle the 3 functions above that you spend the most time doing.

Section 3

The following section pertains to specific skills that you perceive to be important in enabling one to deal effectively with sex discrimination and the degree to which you feel that you have the skill.

You're being asked to give two responses, writing the number which corresponds to the code at the top of each column.

<u>Degree of importance</u>	<u>Ind. skill level</u>
1. Not at all imp.	1. Not at all
2. Cf limited imp.	2. Limited
3. Generally imp.	3. Moderate
4. Very imp.	4. Fairly high
5. Critically imp.	5. High

1. Data gathering	_____	_____
2. Data interpretation	_____	_____
3. Report writing	_____	_____
4. Budget preparation	_____	_____
5. Speaking/lecturing to groups	_____	_____
6. Investigating grievances	_____	_____
7. Mediating solutions	_____	_____
8. Public relations	_____	_____
9. Planning meetings	_____	_____
10. Moderating meetings	_____	_____
11. Legal knowledge	_____	_____
12. Knowledge of University structure	_____	_____
13. Counseling the 'victim'	_____	_____
14. Ability to weigh advice	_____	_____
15. Ability to decide on priorities	_____	_____
16. Ability to decide on solutions	_____	_____
17. Ability to assess impact of actions	_____	_____
18. Ability to be articulate	_____	_____
19. Ability to identify and use resources	_____	_____
20. Ability to work with others	_____	_____
21. Sensitivity to others	_____	_____

Please continue on the next page

22. Sense of humor
23. Ability to make self visible
24. Ability to educate others
25. Ability to respond to hostility
26. Ability to be objective
27. Ability to establish support systems for oneself
28. Ability to confront authority
29. Other?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Section 4

For each of the four functions listed across the top, please check as many of the groups listed down the side, that you routinely and fundamentally include in each function.

	Identifying problem areas	Deciding on Priorities	Developing Solutions	Implementing Solutions
Formal Administrative Channels				
Informal Personal Channels				
Yourself				
Peers/Colleagues				
Women's Groups on Campus				
Students				
Faculty/Staff				
Federal agencies				
Legislation itself				
Appropriate Committees already established				

SECTION 5

The following questions pertain to factors in your personal, educational and work experience that you feel have been of importance in preparing you to deal effectively with sex discrimination in your current job. Please respond with a check-mark according to the following scale:

	<u>Degree of importance:</u>					
	N/A	low				high
	—	1	2	3	4	5
1. Girls prep school	—	1	2	3	4	5
2. Education at all women's college	—	1	2	3	4	5
3. Education at co-ed college	—	1	2	3	4	5
4. Female Role Models	—	1	2	3	4	5
5. Supportive family (of birth)	—	1	2	3	4	5
6. Experience in women's consciousness raising group	—	1	2	3	4	5
7. Experience teaching in higher education	—	1	2	3	4	5
8. Experience in higher education administration	—	1	2	3	4	5
9. Experience in Women's Center	—	1	2	3	4	5
10. Parenting	—	1	2	3	4	5
11. Supportive friends	—	1	2	3	4	5
12. Experience in dealing with personal Relationships	—	1	2	3	4	5
13. Other?	—	1	2	3	4	5

Geographical Distribution of the Sample:

<u>Geographic Area</u>	<u>Frequency</u>
South	14
Southwest	12
West	19
Midwest	32
East (Central)	20
Northeast	23

Appendix C: Table 1.

The respondents' perception regarding the occurrence of sex discrimination on their campus and the extent of efforts to deal with it.

Mean scores are given according to the following scale:

	<u>Not at all</u>	<u>Minimal</u>	<u>Moderate</u>	<u>Extensive</u>	<u>Very Extensive</u>			
	1	2	3	4	5			
						\bar{X}	S.D.	*
1. To what extent do you perceive sex discrimination occurring on your campus?						3.21	.976	
2. Rate the over-all efforts of the institution to deal with it.						3.00	.901	
3. To what extent do you personally experience specific discrimination such as in salary, etc.?						2.40	1.178	
4. To what extent do you experience behavioral discrimination, such as response from colleagues, etc.?						3.17	1.014	
5. To what extent does your school concern itself with Affirmative Action for women?						3.21	.844	
5a. Affirmative Action for minorities?						3.19	.965	
5b. Non-discrimination?						3.61	.967	
5c. Reverse discrimination?						2.82	1.179	
6. To what extent are you concerned with Affirmative Action for women?						4.35	.739	
6a. Affirmative Action for minorities?						4.29	.818	
6b. Non-discrimination?						4.29	.835	
6c. Reverse discrimination?						2.73	1.390	
7. In dealing with sex discrimination in your job, to what extent is your personal style 'assertive'?						3.75	.937	
7a. Persuasive?						4.05	.876	
7b. Confrontative?						2.62	.976	

* Range for all is 1 - 5.

Appendix C: Table 2.

The respondents' perception of individual effectiveness in dealing with sex discrimination in their jobs.

Mean scores are given according to the following scale:

<u>Not at all</u>	<u>Rarely</u>	<u>Sometimes</u>	<u>Fairly often</u>	<u>Very often</u>
1	2	3	4	5

	\bar{X}	S.D.	Range
1. Promoting General Awareness about the Problem.	3.94	.652	2
2. Speaking to Campus groups to inform them about Affirmative Action.	3.55	.883	4
3. Meeting with Adm., Dept. Heads to define problem areas.	3.87	.833	3
4. Getting a small core of concerned people.	3.53	1.037	4
5. General Data Collection.	4.15	.911	3
6. Developing AA plans for the institution.	4.05	.939	4
7. Implementing AA on campus.	4.16	.793	3
8. Developing Title IX Self Evaluation Process.	4.07	.990	3
9. Implementing Title IX Self Evaluation Process.	3.77	1.066	3
10. Developing Internal Grievance Procedures.	3.81	1.239	4
11. Responding to On-Campus grievances (individual).	3.94	1.105	4
12. Investigating complaints filed with outside agencies.	3.46	1.384	4

The respondents' perception of what specific skills are important to be effective and their feeling of competency in each skill area.

Mean scores are given according to the following scales:

	<u>Degree of importance</u>		<u>Ind. competency</u>		*
	1. Not at all imp.	2. Of limited imp.	3. Generally imp.	4. Very imp.	5. Critically imp.
	\bar{X}	S.D.	\bar{X}	S.D.	
1. Data Gathering	3.90	.801	3.93	1.019	
2. Data interpretation	4.22	.680	4.11	.785	
3. Report writing	3.84	.749	4.28	.778	
4. Budget preparation	2.94	1.202	3.27	1.115	
5. Speaking/lecturing to groups	3.67	.891	4.070	.884	
6. Investigating grievances	4.12	.955	3.887	.979	
7. Mediating solutions	4.35	.795	4.014	.853	
8. Public relations	4.00	.878	4.056	.791	
9. Planning meetings	3.38	.976	3.831	.878	
10. Moderating meetings	3.48	.974	3.943	.778	
11. Legal knowledge	4.28	.721	3.676	.982	
12. Knowledge of Univ. Structure	4.64	.563	4.423	.768	
13. Counseling the 'victim'	4.04	.898	4.043	.864	
14. Ability to weigh advice	4.22	.637	4.099	.658	
15. Ability to decide on priorities	4.52	.606	4.141	.723	
16. Ability to decide on solutions	4.45	.672	4.141	.798	
17. Ability to assess impact of actions	4.46	.714	4.085	.788	
18. Ability to be articulate	4.47	.694	4.479	.714	
19. Ability to identify, use resources	4.31	.709	4.042	.801	
20. Ability to work with others	4.70	.518	4.423	.601	
21. Sensitivity to others	4.73	.477	4.451	.628	

Appendix C: Table 3. (continued)

	\bar{X}	S.D.	\bar{X}	S.D.
22. Sense of humor	4.02	1.000	3.90	.831
23. Ability to make self visible	3.80	.856	3.91	.788
24. Ability to educate others	4.39	.686	4.09	.777
25. Ability to respond to hostility	4.25	.853	3.77	.844
26. Ability to be objective	4.57	.625	4.09	.720
27. Ability to establish support systems for oneself	4.34	.778	3.75	.984
28. Ability to confront authority	4.41	.890	3.80	.941

* Range for all is 1 - 5

The percentage of respondents who include specific campus groups or resources on a routine basis in carrying out four key Affirmative Action functions.

<u>IDENTIFYING PROBLEM AREAS</u>		<u>DECIDING ON PRIORITIES</u>	
Yourself	N = 93.0%	Yourself	N = 88.7%
Informal personal channels	N = 85.9%	Formal Adm. Channels	N = 63.4%
Peers/colleagues	N = 78.9%	Peers/colleagues	N = 49.3%
Faculty/Staff	N = 76.1%	Informal personal channels	N = 46.5%
Formal Adm. Channels	N = 70.4%	Appropriate Committees	N = 43.7%
Appropriate Committees	N = 70.4%	Legislation	N = 40.8%
Women's Groups	N = 64.8%	Faculty/Staff	N = 29.6%
Students	N = 64.8%	Women's Groups	N = 26.8%
Legislation	N = 57.7%	Students	N = 23.9%
Federal Agencies	N = 38.0%	Federal Agencies	N = 21.1%
<u>DEVELOPING SOLUTIONS</u>		<u>IMPLEMENTING SOLUTIONS</u>	
Yourself	N = 90.1%	Formal Adm. Channels	N = 91.5%
Formal Adm. Channels	N = 76.1%	Yourself	N = 84.5%
Peers/colleagues	N = 71.8%	Peers/colleagues	N = 64.8%
Informal personal channels	N = 63.4%	Faculty/Staff	N = 64.8%
Appropriate Committees	N = 63.4%	Appropriate Committees	N = 53.5%
Faculty/Staff	N = 57.7%	Informal Personal Channels	N = 50.7%
Women's Groups	N = 45.1%	Students	N = 40.8%
Students	N = 45.1%	Women's Groups	N = 38.0%
Legislation	N = 36.6%	Legislation	N = 28.2%
Federal Agencies	N = 25.4%	Federal Agencies	N = 16.9%

The respondents' perceptions as to what factors in their personal, educational and work experience were important in preparing them to deal effectively with sex discrimination in their current jobs.

Mean scores are given according to the following scale:

Degree of importance: (low) $\frac{1}{1}$ $\frac{2}{2}$ $\frac{3}{3}$ $\frac{4}{4}$ $\frac{5}{5}$ (high)

	\bar{X}	S.D.	Range	No. Responding *
1. Girls Prep School	2.23	1.301	3	13
2. Education at all women's college	2.07	1.498	4	13
3. Education at co-ed college	3.03	1.447	4	64
4. Female Role Models	3.53	1.490	4	64
5. Supportive family (of birth)	3.48	1.563	4	64
6. Experience in women's consciousness raising group	2.79	1.500	4	49
7. Experience teaching in higher education	3.76	1.306	4	43
8. Experience in higher education administration	4.17	.943	4	63
9. Experience in women's center	2.00	1.339	4	30
10. Parenting	3.17	1.377	4	41
11. Supportive friends	4.15	.932	4	66
12. Experience in dealing with personal relationships	4.36	.822	4	69

* Out of a total of 71. Some of the items were marked as being non/applicable for some of the respondents.

A listing of additional factors (in personal, educational and work experience) which the respondents listed as having importance in preparing them to deal effectively with sex discrimination in their current jobs. (no rank ordering)

1. training and experience in counseling
2. as a pioneer for new womens' jobs during 21 yrs. as an Air Force Officer.
3. parallel experience regarding race discrimination
4. experience in community church (women's ordination)
5. innate drive toward social change
6. experience in politics and civil rights groups
7. motivation and determination
8. intellectual ability
9. leadership in volunteer and community activities
10. aware and supportive members of university administration
11. knowledge of organizations and politics
12. general feminist development
13. being black
14. experience working with people from all socio-economic and ethnic backgrounds
15. counseling experience
16. experience dealing with racial and other oppressed groups
17. personal goals and objectives
18. professional education in male dominated profession
19. male role models
20. reading information
21. necessity to perform due to being head of household
22. listening and observing techniques used by others who are effective
23. supportive family (marital)
24. previous business experience
25. 1st white working in predominately black institution (for 15 yrs.)

